

**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>	CHC2M55P
<b>Subject Title</b>	Dunhuang and China's Historical Interactions with the World 敦煌與歷史上中國與世界的互動
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil.
<b>Notes</b>	<p>This is a non-local CAR subject with a <b><u>compulsory outbound study trip</u></b>. An <b><u>outbound activity fee is required</u></b> to be settled right after the Subject Registration Period.</p> <p>There is <b><u>no Add/Drop Period</u></b> 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> <p>Students may wish to refer to the course arrangement available on eStudent before subject registration. For the guidelines of funding and operational model for non-local CAR subjects, students may wish to refer to the website of the Office of Undergraduate Studies (OUS).</p>
<b>Objectives</b>	<p>This course introduces key concepts concerning the studies of Dunhuang. It highlights the uniqueness of Dunhuang, the city situated at the historical, cultural and geographical juncture, linking China to the outer world. Students will be able to forge their knowledge in the areas of Chinese and Eurasian history, archaeology, religious studies, translation studies, music and arts, as well as the integration of humanities and technologies.</p>
<b>Intended Learning Outcomes</b> (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <p>A. have basic knowledge of Dunhuang studies as well as relevant academic disciplines concerning Chinese history, archaeology, religious studies, translation studies, music and arts;</p> <p>B. develop aesthetic sensibility of artistic achievement of the cultural heritage in Dunhuang;</p>

	<p>C. understand technological development concerning preservation of cultural heritage, as well as the innovative collaboration that links humanities and digitalisation together;</p> <p>D. analyse the interactions between China, South Asia and Eurasian countries;</p> <p>E. develop library and web-based research skills relevant to the study of history, religion and archaeology</p> <p>F. meet Chinese reading and writing requirements.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i></p>	<p>Lectures in Hong Kong</p> <ol style="list-style-type: none"> <li>1. Introduction: The significance of Dunhuang in the history of China</li> <li>2. What is Dunhuang studies</li> <li>3. The discovery of Mogao Library</li> <li>4. The geographical features of Hexi Corridor</li> <li>5. The history of Dunhuang</li> <li>6. Transmission and Translation of Buddhism</li> <li>7. Sculptures in Dunhuang</li> <li>8. Frescos in Dunhuang</li> <li>9. Music and dance in Dunhuang</li> <li>10. Artistic interaction between Dunhuang and the surrounding areas</li> <li>11. Cultural interaction between China and the world</li> <li>12. Preservation and digitalisation in Dunhuang</li> <li>13. Conclusion</li> </ol> <p>Cultural Tour in Dunhuang (up to 7 days)</p>
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>The subject comprises lectures, tutorials and study tours to Dunhuang. 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 Dunhuang will be preceded by lectures on relevant topics. After the cultural tour, a final essay on Dunhuang studies will be required. The subject will meet Chinese reading and writing requirements.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1.Final Quiz	20%	✓	✓				✓
	2.Oral Presentation/ Group Project	30%	✓	✓	✓	✓	✓	✓
	3.Individual Final Term Paper (including 10% of CW assessed by CLC and 30% by subject teacher on content)	40%	✓	✓	✓	✓	✓	✓
	4.Active Participation	10%	✓	✓				
	Total	100 %						
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The final quiz, comprising 3-4 open-ended questions, will help students gauge the key concepts covered in the lectures. Reading requirement will be reflected in the final quiz.</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 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.</p> <p>Students’ active participation in lectures, tutorial discussions and online Blackboard learning is essential in ensuring students’ understanding and improving presentation skills.</p>							
	Class contact:							
	▪ Lectures						26 Hrs.	

<b>Student Study Effort Expected</b>	▪ 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.
<b>Reading List and References</b>	<p><b>Required Reading: (Total page no.: 200)</b>  榮新江，《敦煌學十八講》，北京：北京大學出版社，2001。(CR: pp.26-225)</p> <p><b>Supplementary Readings:</b>  段文傑，敦煌研究院，《敦煌石窟全集》。香港：商務印書館，1999。  郝春文等，《當代中國敦煌學研究：1949—2019》。北京：中國社會科學出版社，2020。  鄭藍嵐，《敦煌壁畫樂舞：「中國景觀」在國際語境中的建構、傳播與意義》，北京：社會科學文獻出版社，2016。  林梅村，《漢唐西域與中國文明》。北京：文物出版社，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，《西域考古與藝術》。北京：北京大學出版社，2017。  劉永增，樊錦詩，敦煌研究院，《敦煌彩塑》。上海：華東師範大學出版社，2010。  羅豐，《絲綢之路上的考古與歷史》。北京：文物出版社，2011。  饒宗頤，《選堂集林·敦煌學》。香港：中華書局，2015。  芮樂偉·韓森，張湛譯，《絲綢之路新史》。北京：北京聯合出版社，2015。  薛愛華著，吳玉貴譯，《撒馬爾罕的金桃：唐代舶來品研究》。北京：社會科學文獻出版社，2016年。  趙聲良，《敦煌藝術十八講》。上海：上海古籍出版社，2007。</p> <p>Anderl, Christoph and Christian Wittern. <i>Chán Buddhism in Dūnhuáng and Beyond: a Study of Manuscripts, Texts, and Contexts in Memory of John R. McRae</i>. Leiden and Boston: Brill, 2021.</p> <p>Jao, Tsung-I and David J. Lebovitz. <i>Treasured Oases: A Selection of Jao Tsung-i's Dunhuang Studies</i>. Leiden: Brill, 2022.</p>	

	<p>Galambos, Imre. <i>Dunhuang Manuscript Culture: End of the First Millennium</i>. Germany: De Gruyter, 2020.</p> <p>Liu Jinbao. <i>The General Theory of Dunhuang Studies</i>. Singapore and Hangzhou: Springer and Zhejiang University Press, 2022.</p> <p>Ning Qiang. <i>Art, Religion, and Politics in Medieval China: The Dunhuang Cave of the Zhai Family</i>. Honolulu: University of Hawaii Press, 2004.</p> <p>Rong Xinjiang. <i>Eighteen Lectures on Dunhuang</i>. Leiden: Brill, 2013.</p> <p>Wu, Hung. <i>Spatial Dunhuang: Experiencing the Mogao Caves</i>. Seattle: Washington University Press, 2023.</p> <p>Xu Di. <i>The Dunhuang Grottoes and Global Education: Philosophical, Spiritual, Scientific, and Aesthetic Insights</i>. Palgrave Macmillan Cham, 2019.</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 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