

Poh Gang Hao

HH3007: Southeast Asian-China Interactions

Course Description

In the course Southeast Asian-China Interaction, you 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 Chinese artifacts found on both land sites and shipwrecks. This course will provide an understanding on long period of interactions between Southeast Asia and China. For instance, historical documents such as historical annals were examined as archaeological evidence in early Chinese dynasties from the Han to early Song dynasty period, the various connections between the different Chinese dynasties and the Southeast Asian kingdoms will portray the vibrancy of the trade relations then. You will also be provided with archaeological evidence from sites that facilitate them to understand the importance of archaeological sites as a primary source of data gathering. You 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, you can have a better understanding of the cultural and social aspects of the interactions between early China and Southeast Asia societies.

Course Policies

Grading Breakdown:

- In-class participation, 20%
- Primary source analysis and short essays (midterms), 25%
- Essay proposal and annotated bibliography, 15%
- Final Essay, 40%

Assessment Component 1 (Participation) - 20%:

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 and short essays) - 25%:

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.

You will also be given three short essay questions and will have to answer two out of three questions. The essay-format test will examine your understanding of the arguments of the assigned readings and the

major themes of the course. The test will also assess your ability to critically analyse connections between different case studies and to compare and contrast various approaches to the study of Southeast Asia-China Interactions.

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:

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 written responses to your papers and presentations. You will also receive verbal feedback through in-class discussions or one-on-one meetings, as necessary.

General expectations:

You are expected to complete all assigned pre-class readings and activities, attend all classes punctually, and take all scheduled assignments and tests by due dates. You are expected to take responsibility for

following 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.

Absenteeism:

Absence from class without a valid reason will 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. A short summary (500 words) of the weeks reading should also be submitted to make up for the absence.

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

Late Work and Extensions:

Any assessable material that is late will be penalized at the rate of 10% (of the maximum grade) per day. Missing a presentation or not scheduling a presentation will result in a zero grade for that component.

Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

Electronics Policy:

Laptops and tablets are permitted for reading course materials, but cell phones are not. If these devices become a source of distraction, they will be banned on-site.

Academic Integrity:

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and 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, you must 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. The updated referencing guideline from NTU library is now available. Click [here](#) to see.

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>

***Students should note that failure to submit this paper trail fully or in a timely fashion may lead to a presumption that the student has an improper intention or purpose in such failures in any relevant academic integrity proceeding regarding that assignment submission. It may even, on its own be an independent academic integrity violation if found to be deliberate.

Week 1: Introduction

Readings:

- Bielenstein, Hans. *Diplomacy and trade in the Chinese world, 589-1276*. Leiden; Boston: Brill, 2005. Introduction.
- Wang Gungwu, *China and Southeast Asia: Myths, Threats and Culture*. Singapore: World Scientific/Singapore University Press, 1999. Introduction
- Wolters, O.W., "The Development of Asian Maritime Trade from the Fourth to the Sixth Century", in *Early Indonesian Commerce: A Study of the Origins of Srivijaya*, London, Cornell University Press, 1974, pp. 71-85. Reprinted in Wade, Geoff (ed.) *China and Southeast Asia*. 6 vols. Routledge: 2009.

Week 2: Chinese Textual Sources on Southeast Asia-China Relations Part 1

Readings:

- Wang Gungwu, *China and Southeast Asia: Myths, Threats and Culture*. Singapore: World Scientific/Singapore University Press, 1999. Skim Chapters 1, 2, 3, and 4.

- Wang Gungwu, *China and Southeast Asia: Myths, Threats and Culture*. Singapore: World Scientific/Singapore University Press, 1999. PP 1-54.
- Chao Ju-kua, *Chau Ju-kua: His Work on the Chinese and Arab Trade in the Twelfth and Thirteenth Centuries, Entitled Chu-fanchi*. Translated and annotated by Friedrich Hirth and W.W. Rockhill. New York: Paragon Book Reprint Corp, 1966. 2 volumes.
- Chin, James K. "Ports, Merchants, Chieftain and Eunuchs: Reading Maritime Commerce of Early Guangdong", in Shing Müller, Thomas O. Höllmann, Putao Gui (eds.) *Guangdong: Archaeology and Early Texts -- Archäologie und frühe Texte (Zhou-Tang)*. Wiesbaden, Harrassowitz Verlag, 2004, pp. 217-39. Reprinted in Wade, Geoff (ed.) *China and Southeast Asia*. 6 vols. Routledge: 2009.

Week 3: Chinese Textual Sources on Southeast Asia-China Relations Part 2

Readings:

- Fitzgerald, C.P. "Early Chinese Contacts with South-East Asia", in *The Southern Expansion of the Chinese People: Southern Fields and Southern Ocean*. Canberra: ANU Press, 1972, pp. 1-18. Reprinted in Wade, Geoff (ed.) *China and Southeast Asia*. 6 vols. Routledge: 2009.
- Mills, J.V.G. (ed. and trans.) *Ma Huan, Ying-yai Sheng-lan*. Cambridge: Hakluyt Society, 1970.
- Rockhill, W.W. 1914 "Notes on the relations and trade of China with the Eastern Archipelago and the coast of the Indian Ocean during the fourteenth century." *T'oung Pao* 15: Part 1, 419-447; Part 2, 61-159, 236-271, 374-392, 435-467, 604-626.

Week 4: Indigenous and Other Textual Evidence

Readings:

- Bulbeck, David. "Indigenous traditions and exogenous influences in the early history of Peninsular Malaysia", in Glover, I.C. and Peter Bellwood (eds.) *Southeast Asia: From prehistory to history*. New York: Routledge, 2004, pp. 314-336.
- Christie, J.W. "The Sanskrit inscription recently discovered in Kedah, Malaysia." *Modern Quaternary Research in Southeast Asia*. Rotterdam, Brookfield: A.A. Balkema, 1990. Volume 11: 39-54.
- Goh Geok Yian. "Myanmar's Relations with China from Tagaung through Hanthawati-Taungngu Periods", in Ho Khai Leong (ed.) *Connecting & Distancing: Southeast Asia and China*.
- Kelley, Liam. *Beyond the Bronze Pillars: Envoy Poetry and the Sino-Vietnamese Relationship*. Honolulu: University of Hawaii Press and Association for Asian Studies, 2005. Chapters 1 and 2.

Week 5: Arab and Portuguese

Readings:

- Cortesao, A. (ed. and trans.) *The Suma Oriental of Tomé Pires*. London: Hakluyt Society, 1944. "Introduction", "Book III", "Book IV", and "Book V"
- Laffan, Michael 2005 Finding Java: Muslim nomenclature of insular Southeast Asia from Srivijaya to Snouck Hurgronje. Asia Research Institute Working Paper No. 52. Download from

https://www.academia.edu/9709809/Asia_Research_Institute_Working_Paper_Series_No_52_Finding_Java_Muslim_nomenclature_of_insular_Southeast_Asia_from_%C5%9Ar%C3%AEvijaya_to_Snouck_Hurgronje

- Miller, J.I. *The Spice Trade of the Roman Empire*. Oxford: Clarendon, 1969.
- Uday Dokras, “Ancient Maritime Trade of Bharat,” *Journal of the Indo Nordic Author’s Collective* (2020). Download from: https://www.academia.edu/44218107/Ancient_Maritime_Trade_of_Bharat_INDIA
- Tan Y.S. “The Sri Vijayan inscription of Canton (A.D. 1079).” In C. Jack-Hinton, ed. *Papers on Early South-East Asia*. Singapore: The Journal of Southeast Asian History, 1974, pp. 17-24.
- Tibbetts, G.R. *Arab Navigation in the Indian Ocean before the Coming of the Portuguese*. London: Oriental Translation Funds, New Series XLIII, RAS, 1971.
- Wheatley, Paul. *The Golden Khersonese. Studies in the Historical Geography of the Malay Peninsula Before A.D. 1500*. Kuala Lumpur: University of Malaya Press, 1961. Part III: “The Indians in Malaya”; pp. 177-209. Part IV. “The Arabs in Malaya”; pp. 210-251.

Week 6: Song and Mongol Maritime Silk Road

Readings:

- *The Travels of Marco Polo*, translated by Yule and Cordier, edited by Morris Rossabi, selections on Mongol porcelain trade.
- Park, Hyunhee. “The Peak of China’s Long-Distance Maritime Connections with Western Asia During the Mongol Period: Comparison with the Pre-Mongol and Post-Mongol Periods.” In *Early Global Interconnectivity across the Indian Ocean World, Volume I*, 53–78. Cham: Springer International Publishing, 2019.
- Yokkaichi, Yasuhiro. “The Maritime and Continental Networks of Kāish Merchants under Mongol Rule: The Role of the Indian Ocean, Fārs and Iraq.” *Journal of the economic and social history of the Orient* 62, no. 2–3 (2019): 428–463.

Week 7: Archaeology and Artifacts 1 (Ceramics – trade and local ceramics – land sites)

Readings:

- Srisuchat, Amara. “Merchants, merchandise, markets: archaeological evidence in Thailand concerning maritime trade interaction between Thailand and other countries before the 16th century A.D.”, in *Ancient Trades and Cultural Contacts in Southeast Asia*. Bangkok: The Office of the National Culture Commission, 1996, pp 237-266.
- Miksic, John N. “Recently discovered Chinese Green Glazed Wares of the Thirteenth and Fourteenth Centuries in Singapore and Riau Islands”, in *New Light on Chinese Yue and Longquan Wares: Archaeological Ceramics Found in Eastern and Southern Asia, A.D. 800-1400*. Hong Kong: The University of Hong Kong, 1994, pp. 229-250.

Midterm: Primary Source Analysis and Short Essay

Week 8: Archaeology and Artifacts 2 (Ceramics – trade ceramics – shipwrecks--money)

Readings:

- Brown, Roxanna M. “Ming Ban-Ming Gap: Southeast Asian Shipwreck Evidence for Shortages of Chinese Trade Ceramics”, in Pei-kai Cheng, Guo Li and Chui Ki Wan (eds.) *Proceedings: Chinese Export Ceramics and Maritime Trade, 12th-15th Centuries*. Hong Kong: Chinese Civilisation Centre, City University of Hong Kong and City University of Hong Kong Interdisciplinary Research Project, 2005, pp 78-104.
- *Shipwrecked: Tang Treasures and Monsoon Winds*. Special souvenir ed. Washington, D.C: Arthur M. Sackler Gallery, Smithsonian Institution, 2011. Read sections on Discovery and Recovery onwards.
- Christie, J.W. “Javanese Markets and the Asian Sea Trade Boom of the Tenth to Thirteenth Centuries A.D.”, *Journal of the Economic and Social History of the Orient*, Vol. 41(3) (1998), pp. 344-81. Reprinted in Wade, Geoff (ed.) *China and Southeast Asia*. 6 vols. Routledge: 2009.
- Wicks, Robert. *Money, Markets, and Trade in Early Southeast Asia: the development of indigenous monetary systems to A.D. 1400*. Ithaca, N.Y.: Southeast Asia Program, Cornell University, 1992.

Week 9: Working with artifacts at the archaeology lab. Sherd sorting and washing

Week 10: Chinese Migration and Diaspora in Southeast Asia

Readings:

- McKeown, Adam. “Conceptualizing Chinese Diasporas, 1842 to 1949.” *Journal of Asian Studies* 58, 2 (1999): 306-337.
- Reid, Anthony. (ed.). *Sojourners and Settlers: Histories of Southeast Asia and the Chinese*. Honolulu: University of Hawaii Press, 2000.
- Wang Gungwu. *Don't Leave Home: Migration and the Chinese*. Singapore: Times Academic Press, 2001.

Week 11: Chinese Nationalism and Overseas Chinese in Southeast Asia

Readings:

- Curley, Melissa and Hong Liu. (eds.) *China and Southeast Asia: Changing Social-Cultural Interactions*. Hong Kong: Center of Asian Studies, University of Hong Kong, 2002.
- Duara, Prasenjit. *Rescuing History from the Nation: Questioning Narratives of Modern China*. Chicago: University of Chicago Press, 1995.

Week 12: Transnational Networks: Social and Business Networks in China and Southeast Asia

Readings:

- Douw, Leo M., Cen Huang and Michael R. Godley. *Qiaoxiang ties: interdisciplinary approaches to "cultural capitalism" in South China*. London: Kegan Paul International, 1999.
- 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.

Week 13: Presentation of Essay Proposals

Subject to change