



School of Humanities and Languages

Along the Silk Road: Conquerors, Traders and Explorers U1, 2013/2014

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1. Course Staff and Contact Details			
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2. Course Details	
Units of Credit (UoC)	6 — This course can be counted as part of your Major/Minor in Chinese Studies toward your Bachelor of Arts degree, or as an elective, as well as a General Education subject.
Course Description	The objective of this course is to: (1) chronicle the cultural, economic and social effects of trade along the Silk Road; (2) Look into relations between cultural and political entities, be they empires, oasis cities or nomad populations. These are approached from the perspective of politics and commerce, with the aim of clarifying basic conditions for international relations.
Course Aims	<ol style="list-style-type: none"> 1. To introduce the geographic, ecological and cultural conditions of Central Asia and in particular of Eastern Central Asia in their ongoing relevance for the development of Chinese culture and civilisation. 2. To display details in the spread of ideas, social practices and religions in a multicultural environment. 3. To give students a glimpse at the methods used for analysing the historical development of the Silk Road region with its multitude of languages, cultures and peoples.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Understand that great civilisations such as that of China do not develop in isolation. 2. Appreciate the role of commerce in the dissemination of arts, technologies, beliefs and customs. 3. Appreciate the cultural and economic consequences of long lasting, intense contacts between settled and nomadic populations. 4. Evaluate different kinds of historical evidence, in particular written sources, artefacts, archaeological findings and ongoing traditions.

Graduate Attributes	1.	The skill involved in scholarly enquiry.
	2.	An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.
	3.	A capacity for analytical and critical thinking and for creative problem-solving.
	4.	An appreciation of and respect for diversity.
	5.	The skills required for collaborative and multidisciplinary work.
	6.	A respect for ethical practice and social responsibility.
	7.	The skills of effective communication in speaking and writing.

3. Learning and Teaching Rationale

Readings, lectures, videos and workshop discussions and presentations introduce students to aspects of the history, culture and daily life of the Silk Road region. Students learn about the rise of mounted nomadism, the development of irrigation agriculture and the formation and decline of ancient Persian, Scythian, Turkic, Mongolian and other civilizations. They will study the growth and diversity of religious communities along the Silk Road.

Lecturers come from different disciplines. Some are historians and archaeologists; others have a background in the study of anthropology, material culture and philosophy. They all make use of archaeological findings and of textual materials in Chinese and other Silk Road languages. They will attempt to engage students in discussions, taking the students' interests and their disciplinary background into consideration.

4. Teaching Strategies

The course is intensive. The sequence of lectures and video presentations is meant to take a step by step approach. The sequence adheres as much as it is possible to a chronological and geographical order and framework. However, developments along the Silk Road were and are complex and students will find the subject much more enjoyable and interesting if they come prepared. **There is a textbook which students are expected to have read prior to the start of classes and there are a handful of basic readings available on the Moodle site set up for the course.** Please remember that the small textbook chosen is to give students a very basic and general understanding of the history of the Silk Road.

At the same time as they enrol in the subject, students will enrol in workshops (tutorials). On the first day of the course, each of these workshops will meet briefly in the lecture theatre (Rex Vowels Theatre) to be divided up into presentation groups. Each of these groups is responsible for preparing a presentation for their workshop meeting on their last day of the course (9th Dec.). The list of six topics to choose from for workshop presentations is given below in section III of Assessments. The presentation groups are expected to arrange their own meetings before and/or after the course lectures. For consultation, staff will be available in the lecture theatre before classes start and after the end of classes. The course coordinator and tutors can also be reached by emails. **Presentation criteria are on Moodle on the same page as this Course Outline.**

Lectures and readings are meant to give students the broad picture. Students are expected to work independently and in an inquisitive mode for the study of the topics for their

presentation group and for their research essay. Here students are invited to make active use of their own disciplinary skills and interests by choosing topics they wish to work on and by using methods they are familiar with.

As the course is brief, therefore attendance is essential. **Students must make sure not to forget to sign the roll, once in the morning, and once in the afternoon. If they miss more than twenty per cent of the classes they will not pass the subject.**

Moodle is used for announcements and for distributing reading and lecture materials. All assignments must be submitted to Moodle. Students must make sure that they have ready access to Moodle. There is no need to submit work in hard copy. You MUST make sure to keep the receipt of online submission which is automatically sent to your email address after each submission.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay	1500 words	40%	1,2,3,4	1,2,3,7	16 Dec
Take home exam	1000 words	30%	1,2,3	2,3,7	13 Dec
Workshop presentation notes	500 words	10%	2,3	1,2,3,4,5,6	10 Dec
Workshop Presentation		20%	1,2,3,4	4,5,6,7	9 Dec

Detailed information on the assessments are provided below:

I. Essay Assignment—due Monday, 16 December at 16:00.

Format: Write a 1,500-word essay on **one** of the **essay topics listed** below. The essay should be properly referenced (footnotes or endnotes are acceptable) and include a separate bibliography. You must submit to the Turn-it-in box marked “Essays” on the Moodle site. Be sure to complete ALL of the sections in the upload dialogue box.

List of essay topics

These are suggestions. You are not required to base your essay on the materials suggested for each topic. You might find material that better supports your argument or that is more accessible. Look at the section “Resources for Students” and also at the recommended websites. If you wish to write your essay on a topic not contained in this list you should apply for permission to do so by contacting your tutor by email as early as possible and certainly before the end of classes. Tell them the title of your proposed essay and a short list of the references you intend to use. Once you have chosen a topic, you must stick closely to that topic in writing your essay. This will be the title you enter into the “Submission title” section of the upload dialogue box.

In writing the essay make sure that you use only your own words. Refer to all your sources in footnotes or endnotes and attach a list of these sources as “Bibliography” to your essay. Both the Harvard and the Oxford system of referencing are acceptable. See section 9 of this course outline for information about “Academic Honesty and Plagiarism”.

1). What were the aspects of the geography and ecology of Central Asia that led to the rise of pastoral nomadism and irrigation agriculture. Did they lead to trade?

This question asks you to look at trade along the Silk Road as conditioned by ecological factors. You might want to look at such factors as availability of water; mountain, oasis, desert steppe ecology; animal populations, plant distribution; as well as human interactions with both other groups and the environment.

David Christian, *A History of Russia, Central Asia and Mongolia, Vol 1*. Oxford: Blackwell 1998, pp.69-157.

Stuart Legg, *The Heartland*. London: Secker & Warburg, 1970, chapter 1.

Owen Lattimore, *High Tartary*. Boston: Little, Brown and Company 1930, chapters 15 and 16.

V. Askarov, V.Volkov and N.Ser-Odjav, "Pastoral and Nomadic Tribes at the Beginning of the First Millenium B.C." in A.H. Dani and V.M. Masson, *History of civilisations of Central Asia, Vol. 1, The dawn of civilization: earliest times to 700 B.C.* Paris: Unesco Publishing 1992, section 20.

2). How is the viability and continuing impact of a religion affected depending on whether it arrives with missionaries, traders, pilgrims and travellers or by a kind of spontaneous osmosis? Or whether it is by conquest and forced conversion or by being imposed by a ruling class or ruler? Can more than one of these apply in any given case?

Richard Foltz, *Religions of the Silk Road*. New York: St Martins Press, 1999.

C.E. Bosworth (ed.), *History of civilizations of Central Asia*, Vol. 4. Paris: UNESCO Publishing 1996, section 2.

B.A. Litvinsky et al., "Religions and religious movements" I and II , and "The Arab conquest", in B.A. Litvinsky (ed.), *History of civilizations of Central Asia*, Vol. 3. Paris: UNESCO Publishing 1996, pp. 403-473.

Susan Whitfield, *Life along the Silk Road*. Berkeley: University of California Press 1999, pp. 113-137 and 155-173.

3). Discuss what contribution art and iconography made to the diffusion of religious traditions along the Silk Road?

The question asks you to discuss why and how religions use material culture to promote their cause. Does a religion need to express its faith and identity through art and architecture? What function does art serve in shaping a particular religious world view?

T.H. Barrett, "The religious meaning of Buddhist sculpture in its cultural setting: the Buddha images of Qingzhou in the light of recent scholarship". *Buddhist Studies Review* 22, 2005: 44-69.

Tamara Talbot Rice, *Ancient Arts of Central Asia*. London: Thames & Hudson 1965.

Richard Foltz, *Religions of the Silk Road*. New York: St Martins Press 1999.

Susan Whitfield (ed.), *The Silk Road. Trade, Travel, War and Faith*. Hong Kong: Serindia Publications 2004.

4). To what degree did either Buddhism or Islam (choose one of the two) provide a basis for cultural exchange and trade along the Silk Road?

The question asks you to view the believers' religiosity and the active spread of religious beliefs as stimulating cultural exchange and facilitating commercial activities.

See sources for essay topics 3 and 5.

5). What were the characteristic components of international trade along the Silk Road in the Pre-Mongol era; the traders, their means of transport, their goods, their geographical range, the currency they used and so on? To what extent was this trade dominated by the major empires situated at either end of the Silk Road?

This question asks you to look into the components that were important for trade along the Silk Road: the traders, their means of transport, their goods, their geographical range, the currency they used and so on. You are also asked to give some thought to how this trade was promoted or perhaps impeded by the empires whose inhabitants produced and bought the goods traded along the Silk Road.

Helen Wang, "How much for a camel? A New Understanding of Money on the Silk Road before AD 800", in S. Whitfield (ed.), *The Silk Road. Trade, Travel, War and Faith*. Hong Kong: Serindia Publications 2004: 24-33.

Susan Whitfield, *Life Along the Silk Road*. Berkeley and Los Angeles, University of California Press 1999: 27-54.

Rika Gyselen, "Economy in the Sasanian Iran", *Economy of Ancient Iran*, http://www.cais-soas.com/CAIS/Law/economy_sasanian.htm

Pegolotti's Merchant Handbook, <https://depts.washington.edu/silkroad/texts/pegol.html>.

Étienne de la Vaissière, *Sogdian Traders. A History*. Leiden: Brill 2005, in particular part 4.

6). Would you agree with the statement that, "International trade shaped the economy, culture and civilisation of many Central Asian Silk Road societies in the pre-Mongol era". Compare the impact of this international trade to other forces such as economic, political and cultural forces that were at work in the societies along the Silk Road.

See sources for essay topic 5, and in particular Étienne de la Vaissière.

7). Discuss and express your opinion of the veracity of the claim that, "After arriving in China, religions imported from the Silk Road were changed almost beyond recognition."

This topic asks you to define the religions that have at different historical stages travelled to China and to compare their appearance in China with the form they had at the place and time of their origin. Use the example of one or two of these religions for a discussion of the above statement.

Richard Foltz, *Religions of the Silk Road*. New York: St Martins Press, 1999.

Arthur Wright, *Buddhism in Chinese History*. Stanford: Stanford University Press 1959.

Liu Xinru, *Silk and Religion*, Delhi: Oxford University Press, 1996.

Morris Rossabi, "The Muslims of the Early Yüan Dynasty", in John D. Langlois (ed.), *China under Mongol Rule*. Princeton: Princeton University Press 1981: 258-299.

Jacques Gernet, *Buddhism in Chinese Society: An Economic History from the fifth to the Tenth Centuries*. New York: Columbia 1995.

Kenneth Chen, *The Chinese Transformation of Buddhism*. Princeton: Princeton University Press 1973.

8). Nomadic pastoralists founded states and even empires long the Silk Road, using examples discuss the methods they used in this process and the particular problems they faced.

David Christian, "State Formation in the Inner Eurasian Steppes" in *Silk Road Studies II*. Turnhout: Brepols 1998: 51-76
 T. Barfield, *The Perilous Frontier: Nomadic Empires and China*. London: Blackwell 1989
 Nicola Di Cosmo, *Ancient China and its Enemies*. Cambridge: Cambridge University Press 2002, chapter 5.

II. Take-home exam—due on Friday, 13 December 2013 at 1600.

The exam consists of **two components** (The topics and questions will be made available on the Moodle in due course):

1. Write two short essays of not more than 300 words each on two topics chosen from a list of eight essay topics (worth 20%). There is no need to give footnoted references but make sure that what you submit is your own work.
2. Brief answers of about one sentence to ten questions (worth 10%).

III. Workshop presentation—Presentation notes due on the day after the presentation: Monday, 9 December 2013.

Workshop groups ("tutorials") will have their first meeting at 1300 on Monday, 2 December, the first day of the course. By this time students should know which tutorial they are in so they can meet with their tutor. The tutor will supervise the division of the workshop group into presentation groups. Each group will prepare a presentation for Monday, 9 December 2013. The workshop presentation notes (of 500 words) must be submitted to the Turn-it-in box for "Presentations" on the Moodle site, by 1600 on 10 December 2013. Each presentation group must choose one topic from the list of six topics below:

List of topics for workshop presentation

Keep in mind that the details mentioned under each topic heading are suggestions. Pick the points that interest you, work on these points and keep all the other points in the back of your mind. You might or might not need them, depending on your main point and on your line of argumentation. The sources here referred to are meant to suggest a starting point, not more. You cannot cover every aspect in a short presentation so limit your scope and make a good presentation of that. Also consult the list of resources at the end of this course outline and the sources mentioned for essays.

1. The roles of the nomads

In considering the role of nomads in Silk Road trade, their military traditions and attempts at empire building, what roles were played by the ecological and economic conditions, the nomadic social structures, life styles and belief systems; and the relationships between nomadic groups and empires?

Sources:

Cosmo, N. D., *Ancient China and its enemies: the rise of nomadic power in East Asian history*. Cambridge: Cambridge University Press 2002.

Christian, D., "Silk Roads or Steppe Roads? The Silk Roads in World History", *Journal of World History* 2000, 2.1: 1-16.

2. Life in the oasis cities

What were the ecological and economic bases for life in the oasis cities, their social and cultural characteristics and their situation in regard to surrounding empires, nomadic groups and the traders along the Silk Road? What were the risks to life in these cities and what were the benefits?

Sources:

Beckwith, C. I., *Empires of the Silk Road, a History of Central Eurasia from the Bronze Age to the*

Present. Princeton: Princeton University Press 2009.

Lattimore, O., "Oases and Deserts of Central Asia", in *Inner Asian Frontiers of China*, Boston: Beacon

Press 1951:169-179.

3. The development of Silk Road trade

There was trade in pre-historic times before the Silk Road. What was the nature of this trade and the stages of its historical development to what is now called the 'Silk Road'? What roles did ecological, geographic and political conditions play in the development of this trade? Who were the traders? What goods did they trade? How did they transport goods?

Sources:

Whitfield, S., *Life Along the Silk Road*. Berkeley and Los Angeles, University of California Press 1999:

27-54.

Vaissiere, E. de la, *Sogdian Traders. A History*. Leiden: Brill 2005, in particular part 4. Pegolotti's *Merchant Handbook* (at Silkroad Seattle).

4. The spread of religions along the Silk Road

Religions spread by different methods including wars, trade and traders and artworks. Compare these methods with regard to the growth and development of religions. Discuss how and why religions changed as they were transmitted from one group of people or one country to another.

Source:

Richard Foltz, *Religions of the Silk Road*. New York: St Martins Press, 1999.

5. China's assimilation of the Silk Road cultures and civilizations

Many aspects of the cultures and civilizations along the Silk Road were assimilated into the Chinese culture. What were the different stages and the different contents of these assimilations, the methods by which they were made, their impacts and durations.

Sources:

Schafer, E., *The Golden Peaches of Samarkand: a Study of T'ang Exotics*. Berkeley: University of California Press 1963.

Millward, James., *The Silk Road: A very short introduction*, London: Oxford University Press, 2013.

Liu Xinru, *Silk and Religion*, Delhi: Oxford University Press, 1996

6. China's conflicts with peoples in and from the Silk Road regions
As well as defending itself from various peoples in the Silk Road regions, China also tried to expand its own areas of control. Discuss its methods of self-defence, its expansive practices, and its use of trade and diplomacy in coping with foreign aggression and occupations.

Sources:

Barfield, T., *The Perilous Frontier: Nomadic Empires and China*. London: Blackwell 1989.
 Lattimore, O., *Inner Asian Frontiers of China*. Irvington-on-Hudson, N.Y.: Capital Publishing 1951.

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Formal Examination

This course does not have a formal examination

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

All assignments must be submitted to Moodle. Students must make sure that you have ready access to Moodle. Excuses such as "I went back to my home country after the course had ended, and there was no internet access/Moodle was not accessible from where I was" – are not acceptable.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule				
To view course timetable and lecture/workshop venues, please visit:				
http://www.timetable.unsw.edu.au/				
Date/Time	Topic	Lecturer	Lecture Content	Readings
Mon. 2 Dec 10:00-12:00	A General Introduction to the Silk Road	Ayxem Eli	A foundation introductory lecture on what the “Silk Road” means	All readings are available on Moodle
Mon. 2 Dec 13:00-14:00		Ayxem Eli	Workshops and Presentation Guidelines	
Mon. 2 Dec 14:00-16:00		Ayxem Eli Lyndon Arden-Wong René Provis	Form workshop Groups with the guidance of tutors; each group decides on their presentation topic	
Mon. 2 Dec 16:00-17:00		Self-study	Presentation group work	
Tue. 3 Dec 10:00-12:00	The Creation of Nomadic Empires	David Christian	Social, cultural and economic preconditions for the formation of empires	
Tue. 3 Dec 13:00-15:00	China and the Silk Road	David Brophy	China’s interaction with other civilizations along the Silk Road, with reference to the spread of Buddhism	
Tue. 3 Dec 15:00-16:00		Ayxem Eli	Silk Road video	
Tue. 3 Dec 16:00-17:00		Self-study	Presentation group work	
Wed. 4. Dec 10:00-12:00	Ecology of the Silk Road	Alison Betts	The ecological conditions of the wider regions along the Silk Road that made its formation and later development possible	
Wed. 4. Dec 13:00-15:00	Persianate Societies and Culture along the Silk Road	Omid Tofighian	Dynamics and influences of Persian culture in Silk Road region	
Wed. 4. Dec 15:00-16:00		Ayxem Eli	Silk Road Video	

Wed. 4. Dec 16:00-17:00		Self-study	Presentation group work
Thu. 5. Dec 10:00-12:00	Xinjiang	Ayxem Eli	The history of China's Islamic frontier in Central Asia, with reference to the spread of Islam in Central Asia and China
Thu. 5. Dec 13:00-15:00	Dunhuang and the Western Explorers	Joyce Morgan	Western explorers along the Silk Road, and the history and cultural significance of a Chinese oasis city.
Thu. 5. Dec 15:00-16:00	Silk Road Archaeological Fieldwork Experiences	Lyndon Arden-Wong	An investigation of early medieval Inner Asian architecture in Mongolia
Thu. 5. Dec 16:00-17:00		Self-study	Presentation group work
Fri. 6. Dec 10:00-12:00	Trade and Tradesmen along the Silk Road	Shawn Ross	Ecological conditions, human networks and technical aspects of trade along the Silk Road – with special emphasis on the time of Alexander's conquest of Central Asia and the entire Roman period
Fri. 6. Dec 13:00-15:00	A "New Silk Road"	Ayxem Eli René Provis	1) The revival of the concept of "Silk Road" in the 21 st century, from geo-political and economic perspectives; 2) Kyrgyzstan's place along the modern Silk Road" or "Nomads, communists and modern Silk Road traders in Kyrgyzstan
Fri. 6. Dec 15:00-16:00		Ayxem Eli	Silk Road video
Fri. 6. Dec 16:00-17:00		Self-study	Presentation group work
Mon. 9. Dec	Workshop presentations	Ayxem Eli Lyndon Arden-Wong René Provis	See the Course Timetable for details of times and rooms

9. Course Resources

Textbook Details

Millward, James., *The Silk Road: A very short introduction*, London: Oxford University Press, 2013.

Additional Readings

Will be made available on Moodle according to the content of each lecture

Websites

Kenyon University:
<http://www2.kenyon.edu/Depts/Religion/Fac/Adler/Asia201/links201.htm>
 International Dunhuang Project: <http://idp.bl.uk>
 Silkroad Seattle: <http://depts.washington.edu/silkroad/index.html>
 Silkroad Foundation: <http://www.silk-road.com/index.html>
 Iransaga: <http://www.artarena.force9.co.uk/iran.htm>
 CAIS at SOAS (Circle of Ancient Iranian Studies at the School of Oriental and African Studies, University of London): http://www.cais-soas.com/CAIS/about_cais.htm
<http://www.chinaheritagequarterly.org/editorial.php?issue=005>

More useful websites are listed on Blackboard

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the below website:
<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:
<https://my.unsw.edu.au>
<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all

matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.