

EALC/AHIS 485: The Silk Road
Spring, 2019
Tuesdays, 2:00-4:50, THH 207

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The Silk Road, a concept invented in nineteenth-century Europe, generally refers to a network of land transportation routes that facilitated contact and exchange between the many cultures across Eurasia. This course introduces students to this rich history of cultural encounters through the study of artistic and architectural monuments found along the way. We will focus on Dunhuang and Kucha, two major cultural centers along the ancient Silk Road where major Buddhist cave temple complexes concentrated. We will consider a range of issues related to their initial creation and also survival in subsequent times, including the development of Buddhist monasticism and lay devotion as seen in changes of style and iconography; political and social dimensions of patronage; techniques and materials for artistic productions; and modes of restoration and conservation. We will also critically examine ideas about multiculturalism, cosmopolitanism, globalization, and regionalization that the concept of the Silk Road helps give rise to in recent scholarship.

LEARNING OBJECTIVES

In this course you can expect to learn the following:

1. Analyze different modes of cultural exchange as manifest in the creation and reception of material objects and structures
2. Understand cultures through both inter- and intra-regional connections across different time periods.
3. Analyze artistic works within the cultural context in which they were made, including their social, political, religious, and economic functions and meanings.
4. Read and write about art critically; evaluate ideas from multiple perspectives; and articulate your ideas with clarity and persuasion.
5. Develop a knowledge of different scholarly traditions and positions related to Asian art history and Silk Road Studies

ASSIGNED TEXTS

1. Valerie Hansen, *Silk Road: A New History* (Oxford University Press, 2017). Available for purchase at USC Bookstore.
2. Neville Agnew, Marcia Reed, and Tevvy Ball, eds., *Cave Temples of Dunhuang: Buddhist Art on China's Silk Road* (Getty Conservation Institute, 2016). Available for purchase at USC Bookstore.
3. Online Course Reader. Available at class website on Blackboard.

COURSE REQUIREMENTS

1. Reading Analyses, Short Write-ups, and Short Oral Presentations

Each student will be asked to write four analyses on selected readings throughout the semester. At the appropriate class meeting, you will introduce that reading and lead class discussion on pertinent issues. You will also be asked to do two short write-ups on special topics (to be announced in due course).

2. Event Reports

There will be a class visit to the Getty Center as well as other related events to be scheduled. Besides participation in these events (mandatory), you will be asked to produce two reports on them.

3. Research Project

The main assignment for this course is a research project on a topic of your choice (min. 12 pages for undergraduates; 20 for graduates). You may choose one from a list provided by the instructor (to be distributed in class by Week 7) or propose your own. In either case, you are required to discuss your topic with the instructor during office hours by Week 9. A proposal (3 pages) with bibliography is due in Week 11, at which time each student is to present his/her topic in class. A formal presentation of the paper is scheduled in Week 15. After incorporating comments and suggestions generated in the class discussion after presentation, a final written report is due during exam week.

Grading:

Reading analyses and short write-ups, 4 x 5% = 20%

Event reports, 2 x 5% = 10%

Regular participation 10%

Short oral presentations, 10%

Research project, 50% (total)

 Proposal, 10%

 In-class presentation, 10%

 Written report, 30%

Grading Scale:

Course final grades will be determined using the following scale:

A	94-100	C	71-73
A-	89-93	C-	68-70
B+	85-88	D+	65-67
B	81-84	D	62-64
B-	77-80	D-	60-61
C+	74-76	F	59 and below

Paper Extension Policy:

Any request for a paper extension must be made prior to the scheduled due date. Only documented illnesses, family emergencies, religious observances, or extraordinary personal circumstances would be considered.

COMMUNICATION POLICY

The best way to reach the instructor outside the classroom is through email. The typical response time is within 24 hours during the week. Substantive questions about class materials or personal concerns are better addressed during office hours.

TECHNOLOGY POLICY

All mobile phones and any other sound-producing devices must be turned off before class begins. Computers are allowed in class for note-taking only. If there are any reports of abuse, the instructor will ban computer use altogether. No electronic devices are allowed during midterm and final exams.

All writing assignments need to be completed in word or pdf files. Students may download the required software from ITS website. Loaner computers are also available at Leavey Library.

COURSE SCHEDULE

Week One Introduction

January 8: Course Overview

Week Two

January 15: Beginnings of the Silk Road

- Hansen, *Silk Road*, introduction.
- Reader: Aurel Stein, *On Ancient Central-Asian Tracks* (London: MacMillon and Co., 1933), 1–36.
- Agnew, Reed, and Ball, *Cave Temples of Dunhuang*, 87–109.

Week Three

January 22: Defining Cave Temples

- Agnew, Reed, and Ball, *Cave Temples of Dunhuang*, 1–41.
- Reader: Nancy Steinhardt, *Chinese Architecture in an Age of Turmoil, 200–600* (University of Hawaii Press, 2014), 97–105, 115–122, 158–181.

Week Four

January 29: Mogao Caves of Dunhuang I

- Agnew, Reed, and Ball, *Cave Temples of Dunhuang*, 43–57.
- Reader: Stanley Abe, “Art and Practice in a Fifth-Century Chinese Buddhist Cave Temple,” *Ars Orientalis* 20 (1990), 1–31.
- Reader: Robert H. Sharf, “Art in the Dark: The Ritual Context of Buddhist Caves in Western China,” In *Art of Merit: Studies in Buddhist Art and its Conservation: Proceedings of the Buddhist Art Forum 2012*, eds. David Park, Kuenga Wangmo, and Sharon Cather (London: Archetype Publications, 2013), 38–65.

Week Five

February 5: Mogao Caves of Dunhuang II

- Reader: Sonya S. Lee, *Surviving Nirvana: Death of the Buddha in Chinese Visual Culture* (Hong Kong University Press, 2010), 139–201.
- Reader: Neil Schmid, “The Material Culture of Exegesis and Liturgy and a Change in the Artistic Representation in Dunhuang Caves, ca. 700-1000,” *Asia Major* 19 (2006): 171-210.

Week Six

February 12: Library Cave of Dunhuang

Short Writing Assignment Due

- Hansen, *Silk Road*, Ch. 6.
- Reader: Rong Xinjiang, “The Nature of the Dunhuang Library Cave and the Reasons for Its Sealing.” Trans. Valerie Hansen. *Cahiers de l’Extrême-Asie* 11 (1999-2000): 247-75.
- Reader: Aurel Stein, *Serindia* (London: Clarendon Press, 1921), Vol. 2: 791–830.

Week Seven

February 19: Conservation and Replica Caves

- Agnew, Reed, and Ball, *Cave Temples of Dunhuang*, 111–185.

Week Eight

February 26: Meet with Instructor on research projects: No Class.

Week Nine

March 5: Trade and Cave Temples

- Hansen, *Silk Road*, Chapters 3, 4, and conclusion.
- Agnew, Reed, and Ball, *Cave Temples of Dunhuang*, 59–75.

Spring Recess: March 11-17

Week Ten

March 19: Kucha

*Presentations of Paper Proposals

- Hansen, *Silk Road*, Ch. 2.
- Reader: Rajeshwari Ghose, ed., *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds* (Marg Publications on behalf of National Centre for the Performing Arts, 2008): 9–23.

Week Eleven

March 26: Architecture of Kucha Caves

- Reader: Angela F. Howard and Giuseppe Vignato, *Archaeological and Visual Sources of Meditation in the Ancient Monasteries of Kuča* (Brill, 2015), 3–105.

Week Twelve

April 2: Visit the Getty Center with Neville Agnew and Marcia Reed

- Review select readings from Weeks 2, 3, and 7.

Week Thirteen

April 9: Wall Paintings of Kizil

- Reader: Angela Falco Howard, “Miracles and Visions among the Monastic Communities of Kucha, Xinjiang.” *Journal of Inner Asian Art and Archaeology* 2 (2007): 77–87.
- Reader: Rajeshwari Ghose, ed., *Kizil on the Silk Road: Crossroads of Commerce and Meeting of Minds* (Marg Publications on behalf of National Centre for the Performing Arts, 2008): 67–83, 95–115.

Week Fourteen

April 16: Mural Fragments from Kucha and Turfan

- Reader: Albert von Le Coq, *Buried Treasures of Chinese Turkestan: An Account of the Activities and Adventures of the Second and Third German Turfan Expeditions*. Trans. Anna Barwell (Oxford University Press, 1985), 17–42, 111–41.
- Reader: Sonya S. Lee, “Central Asia Coming to the Museum: The Display of Kucha Mural Fragments in Interwar Germany and the United States,” *Journal of the History of Collections* 28, no. 3 (November, 2016).
- Reader: Pavel Lurje and Kira Samosjoek, eds., *Expedition Silk Road: Journey to the West: Treasures from the Hermitage* (De Nieuwe Kerk, 2014), 32–39.
- Reader: Young-pil Kwon, “The Ōtani Collection,” *Orientalia* 20, no. 3 (1989), 53–63.

Week Fifteen:

April 23: In-class Presentations

Final Written Reports Due on Thursday, May 2

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC com