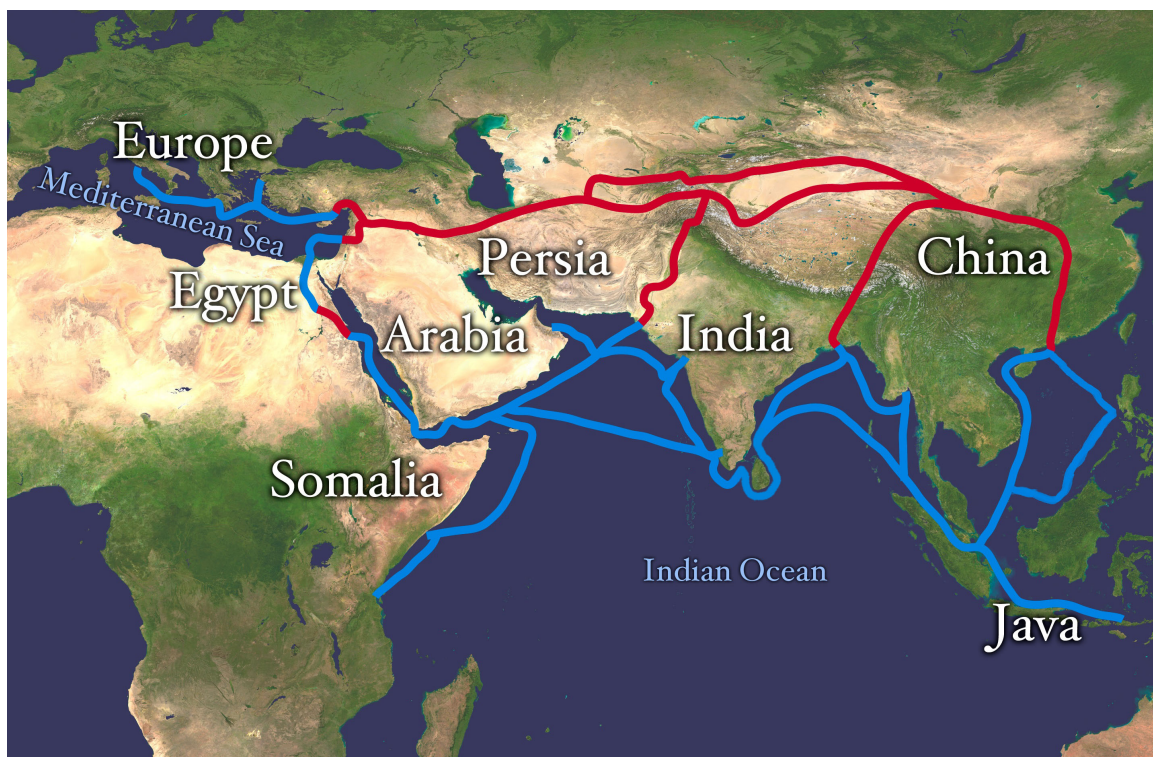


Course Syllabus
Hist 296/396: (Special Topics)
Transformations in Indian Ocean History
Dr. Akbar Keshodkar
Spring 2016



Class meetings: Mondays, Wednesdays, 1:10 pm – 2:20 pm

Office Hours: Tuesdays, Thursday 9-11:30 am, 1-2 pm, or by appointment

Office Location: Comenius Hall, Room 301

Office Tel. #: 610 861 1685

Email: keshodkara@moravian.edu (please provide up to a minimum of 24 hours for response)

Course Description

The Indian Ocean has connected peoples from littoral as well as inland communities from throughout South East Asia, South Asia, Middle East and Africa for more than two thousand years. The historical and contemporary movement of peoples and ideas across the Indian Ocean, often through trade, has also given rise to a diversity of cultural forms in many of these societies, Islam being one of them. The objective of this course is to introduce students to rich history of cultural interaction between societies from throughout all corners of the Indian Ocean and examine how historiographical representations of memory and belonging have evolved and continue to shape scholarly debates on Indian Ocean cosmopolitanism which cross cut boundaries formed by nation states, religions, ethnicity and geography. By the conclusion of the course, students will develop greater knowledge of societies surrounding the Indian Ocean and acquire a broader framework for understanding and evaluating how transnational trade, social and religious networks and globalization are not a modern phenomenon but rather an integral dimension of the historical and contemporary experience of societies around the Indian Ocean.

Course outcomes:

- Students will be able to demonstrate competence in understanding and critically evaluating secondary sources to explore issues, solve problems, and develop informed opinions about historiographical representations of the Indian Ocean history
- Students will be able to develop an understanding of the diverse cultural milieu throughout the Indian Ocean, past and present
- Students will be able to understand and value their own and other cultures, perceiving and reacting to differences from an informed and socially responsible point of view.
- Students will be able to develop writing conventions appropriate to the discipline of History

Required texts:

All students are required to use the following books for the course. All additional materials will be posted in the course document section of blackboard:

Ray, H.P. and E.A. Alpers. 2007. *Cross Currents and Community Networks: The History of the Indian Ocean World*. Oxford: Oxford University Press

Bose, S. 2009. *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Cambridge, MA: Harvard University Press.

Course Requirements and expectations:

1. *Attendance and Participation:* Students will be required to *attend* class regularly and *participate* in discussions. Questions, feedback, and student interaction are an integral part of the learning process, and will supplement lectures and films. Students should come prepared, having read the assigned materials prior to coming to class and having the materials accessible during class. Students are expected to devote an average of 6-8 hours per week outside class in preparing for the course. Chronic absences, tardiness and leaving early will adversely affect your grade. Attendance will be taken at the beginning of class and tardiness or absences will result in a deduction of 5 points per infraction from the class participation

grade. Absences due to illness or emergencies must be communicated to the instructor prior to the class.

2. *Basic classroom rules:* While in class, students are expected to use appropriate language with the instructor as well with each other, have their cell phones on silent and not be involved in personal conversations with each other or any activities which would disrupt the classroom environment. Infraction of these rules will result in a deduction of 20 points from the class participation grade and the student being asked to leave the classroom.
3. *Plagiarism:* I take plagiarism, copying someone else's work and representing it as your own, very seriously. This applies to all work submitted for the course. Students will be required to submitted all work done outside of the classroom on Safe Assign, through Blackboard. If a student's work is suspected of plagiarism, the student as well the Dean's office will be notified of the offence and it will be the student's responsibility to demonstrate evidence reflecting the originality of the work, such as all notes and other materials utilized in developing the submitted work. **Plagiarism, academic dishonesty, or cheating will result in an automatic grade of F for the course.** Students should refer to the college's academic handbook for more information about plagiarism.
4. *Blackboard:* All assignments, additional reading materials, announcements and information related to the course will be posted on Blackboard. It is the students' responsibility to check Blackboard and their Moravian College email on a regular basis throughout the semester.
5. *Accommodating disabilities:* Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Academic and Disability Support, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.
6. *Quizzes:* Every three weeks, a quiz will be administered on reading materials throughout the semester. Students should note that those arriving late would not receive extra time to complete the quizzes.
7. *Indian Ocean Travel Journal:* Students will be required to develop a travel journal, highlighting impressions and relevance of different places, their geographical features and shifting socio-economic and political landscapes at different periods around the Indian Ocean covered in the course. The journal will be due on the last day of class.
8. *Historiographical Analysis Reaction Papers:* At the beginning of class every week, students will be required to submit a one paper reaction paper in which they will have to summarize the main arguments and perspective offered by different historians in their weekly materials on historical developments across the Indian Ocean. These reaction papers will serve as the basis for class discussions.
9. *Presentations:* Each student be assigned a topic from the weekly readings and they will be required to make a 20 minute presentation exploring the historiographical perspectives on the topics.

10. *Final Exam - Research Paper:* At the end of the semester, students will submit a 10 page (minimum) research paper in which they will be required to engage with literature supporting and challenging the historiographical representations of Indian Ocean societies as cosmopolitan in nature and develop arguments highlighting the basis on which the both perspectives become meaningful for understanding the history and development of societies across the Indian Ocean. The essay should be submitted typed, doubled spaced, in Times New Roman font, Type 12, with standard one-inch margins and with proper citations and bibliography. Students may only use academic journals and published books for acquiring materials. Under no circumstances are online sites that are not academic journals, considered acceptable for citation on papers. Students must also ensure to use correct grammar, as that will account for 10% of the grade on each paper. No late papers will be accepted.

11. *Explanation and Breakdown of Grades:*

| | |
|------------------------------------|-----|
| Attendance and Class Participation | 15% |
| Indian Ocean Travel Journal | 10% |
| Quizzes | 20% |
| Presentations | 10% |
| Historiographical Reaction papers | 25% |
| Final Exam Research Paper | 20% |

| Grade Equivalence | | |
|-------------------|-----|-----------------|
| A | 4.0 | 93 – 100 |
| A- | 3.7 | 90 – 92.9% |
| B+ | 3.3 | 87 – 89.9% |
| B | 3.0 | 83 – 86.9% |
| B- | 2.7 | 80 – 82.9% |
| C+ | 2.3 | 77 – 79.9% |
| C | 2.0 | 73 – 76.9% |
| C- | 1.7 | 70 – 72.9% |
| D+ | 1.3 | 67 – 69.9% |
| D | 1.0 | 63 – 66.9% |
| D- | 0.7 | 60 – 62.9% |
| F | 0 | 59.9% and below |

| | |
|-------------|---|
| A/A-: | Excellent; performance was outstanding and surpassed all expectations set forth in the course; consistently displayed superior grasp of course materials in assessments and through participation in class activities |
| B+/B: | Above average; fulfilled all requirements set forth in the course with a very good grasp of course materials in assessments and through class participation |
| B-/C+/C: | Average; adequately fulfilled course requirements, average performance on assessments, participation in class activities was satisfactory |
| C-/D+/D/D-: | Below average; performance minimally acceptable to pass the course, consistently displaying inadequate understanding of course materials on assessments and not sufficiently participating in class activities |
| F: | Failure to demonstrate basic understanding of course materials, consistently underperforming on assessments and not adequately participating in class activities |

12. *Withdrawals/Incompletes:* Under no circumstances will a student receive an academic incomplete if they are failing the course or if they have done little or no work. In circumstances that an Incomplete is given, it will be the responsibility of the student to ensure that the work is submitted on time and meets the requirements of the course. If work is not submitted by the deadline given, the student will automatically receive an “F”.

Course Outline:

Below is the outline of weekly reading materials. Students are required to come prepared for each class, having completing the reading assignments beforehand. Unless indicated, all the required readings listed below are from Ray and Alpers (2007), listed as (RA) below, Bose (2009) listed below as (SB). Links for readings materials not listed, as RA or SB will be posted on blackboard. They can also be accessed through the college library's electronic database Journal collection.

Week 1: Introduction: Overview and geography of the Indian Ocean

Readings:

- Geography of the Indian Ocean (physical and political maps of the Indian Ocean)
- Hofmeyr, I. 2010. "Universalizing the Indian Ocean" in *Theories and Methodologies* 125 (3) 721-729
- Pearson, M. 2007. "Studying the Indian Ocean World: Problems and Opportunities," p. 15-33 (RA)

Week 2: Approaching the study of the Indian Ocean

Readings:

- Hofmeyr, I. 2012. "The complicating Sea: The Indian Ocean as method" *Comparative Studies of South Asia, Africa and the Middle East* 32(3): 584-590
- Burton, A. et al. 2013. "Sea tracks and trails: Indian Ocean worlds as method" *History Compass* 11/7 (2013): 497-502

Week 3: The maritime v/ littoral world of the Indian Ocean

Readings:

- McPherson, K. 2007. "Maritime communities: an overview", p. 34-49 (RA)
- Pearson, M. 2006. "Littoral society: the concept and the problems" *Journal of World History* 17(4): 353-373
- Bose, S. 2009. "Space and time on the Indian Ocean Rim," p. 1-35 (SB)

Week 4: Merchants and trade in the Indian Ocean

Readings:

- Bhandare, S. 2007. "Money on the move: the rupee and the Indian Ocean region" p.206-244 (RA)
- Subramanian, L. 2007. "Merchants in transit: risk sharing strategies in the Indian Ocean" p. 263-285 (RA)
- Bose, S. 2009. "Flows of capitalists, laborers and Commodities," p. 72-121 (SB)

Week 5: Travelers and their account of the Indian Ocean

Readings:

- The legend of Sinbad:
<https://archive.aramcoworld.com/issue/200504/the.seas.of.sindbad.htm>
- The explorations of Marco Polo:
<https://archive.aramcoworld.com/issue/200504/the.explorer.marco.polo.htm>
- The travels of Ibn Battuta:
<https://archive.aramcoworld.com/issue/200504/the.traveler.ibn.battuta.htm>
- The conquests of Zheng He:
<https://archive.aramcoworld.com/issue/200504/the.admiral.zheng.he.htm>

- The Navigations of Ibn Majid:
<https://archive.aramcoworld.com/issue/200504/the.navigator.ahmad.ibn.majid.htm>

Week 6: South-East Asian connections in the Indian Ocean

Readings:

- Reid, A. 2007. "Aceh between two worlds: an intersection of Southeast Asia and the Indian Ocean", p. 100-123 (RA)
- Hall, K. 2004. "Local and international trade and traders in the straits of Melaka region, 600-1500," *Journal of the Economic and Social History of the Orient* 47(2): 213-260
- Subrahmanyam, S. 1994. "Writing History 'Backwards': Southeast Asian History (and the Annales) at the Crossroads," *Studies in History* 10(1): 131-145.

Week 7: Indian connections in the Indian Ocean

Readings:

- Ray, H. 2007. "Crossing the seas: connecting maritime spaces in colonial India," p. 50-78 (RA)
- Bhattacharya, B. et al. 2007. "Spatial and temporal continuities of merchant networks in South Asia and the Indian Ocean" *Journal of Economic and Social History of the Orient* 50(2-3): 91-105.
- Subrahmanyam, S. 2005. "On World Historians in the Sixteenth Century," *Representations* 91: 26-57.

Week 8: NO Classes (Spring Break)

Week 9: African connections in the Indian Ocean

Readings:

- Alpers, E. 2007. "Littoral society in the Mozambique Channel" p. 123-141 (RA)
- Pouwels, R. 2002. "East Africa and the Indian Ocean to 1800: Reviewing relations in historical perspective" *International Journal of African Historical Studies* 35 (2-3): 385-425.
- Worden, N. 2007. "VOC Cape Town as an Indian Ocean port", p. 141-161 (RA)

Week 10: Middle East connections in the Indian Ocean

Readings:

- Gilbert, E. 2007. "Oman and Zanzibar: the historical roots of a global community", p. 163-180 (RA)
- Seland, "The Persian Gulf or the Red Sea? Two axes in ancient Indian Ocean trade, where to go and why" (BB)
- Bose, S. 2009. "The Gulf between pre-colonial and colonial empires," p. 36-71 (SB)

Week 11: The Role of Islam in the Indian Ocean

Readings:

- Ho, E. 2007. "The two arms of Cambay: diasporic texts of ecumenical Islam in the Indian Ocean" *Journal of Economic and Social History of the Orient* 50 (2-3): 347-361
- Forbes, A. 1981. "Southern Arabia and the Islamicization of the Central Indian Ocean Archipelagoes" *Archipel*. 21: 55-92

- Bose, S. 2009. "Pilgrims' progress under colonial rule," p. 193-232

Week 12: The role of slavery in the Indian Ocean

Readings:

- Campbell, G. 2007. "Slavery and the trans-Indian Ocean World slave trade: a historical outline" p. 286 – 310 (RA)
- Collins, R. 2006. "The African slave trade to Asia and the Indian Ocean islands" *African and Asian Studies* 5(3-4): 325-346
- Machado, P. 2003. "A Forgotten corner of the Indian Ocean: Gujarati merchants, Portuguese India and the Mozambique slave-trade, c.1730–1830," *Slavery and Abolition: A Journal of Slave and Post-Slave Studies* 24(2): 17-32.

Week 13: Commercial networks across the Indian Ocean

Readings:

- Haider, N. 2007. "The network of monetary exchange in the Indian Ocean trade, 1200-1700" p. 181-205 (RA)
- Garg, S. 2007. "Non-metallic currencies of India in the Indian Ocean trade and economies" p. 245-262 (RA)
- Ray, R.K. 1995. "Asian Capital in the Age of European Domination: The Rise of the Bazaar, 1800-1914" *Modern Asian Studies* 29: 449-554.

Week 14: Representations of belonging under European Colonial Rule

Readings:

- Bose, S. 2009. "Waging war for king and country" p. 122-147
- Lester, A., 2006. "Imperial circuits and networks: geographies of the British Empire." *History Compass* 4: 124–141.
- Ewald, J. J. (2000) "Crossers of the sea: slaves, freedmen, and other migrants in the northwestern Indian Ocean, c. 1750–1914", *American Historical Review* 105 (1): 69–92.
- Ho, E. 2004. "Empire through diasporic eyes: a view from the other boat," *Comparative Studies in Society and History* 46 (2): 210–46.

Week 15: Movement of people across the Indian Ocean

Readings:

- Gopalan, M. 2007. "War, movement and settlement: the Paravas and the Jesuits in the sixteenth century" p. 79-99 (RA)
- Kothari, U. 2012. "Contesting colonial rule: politics of exile in the Indian Ocean" *Geoforums* 697-706
- Bose, S. 2009. "Expatriate patriots: Anti-colonial imaginations and action," p. 148-192 (SB)

Final Exam: Thursday, 5 May, 11:30 – 1:30 pm

Writing Assessment Rubric for the Course:

| Criteria | Comments | Percentage | | | |
|--|----------|------------|-------|----------|------|
| <u>Content Analysis (70%)</u> How well does the student respond to the Question/prompt? Are the arguments relevant, sufficient, explained clearly, persuasive? Is the synthesis of information adequate, and can the student differentiate between objective and subjective analysis? Is the thesis well developed? Is there both a specific and broader dimension to the argument? Is the evidence sufficient and adequately explained in relevance to the thesis? | | Strong | Good | Adequate | Weak |
| | | 63-70 | 54-62 | 49-53 | 48 > |
| | | / 70% | | | |
| <u>Information Literacy (10%)</u> Has the student chosen appropriate sources? Has the student utilized sufficient number of sources? Is quoted material used effectively? Are sources acknowledge and cited correctly (in-text and bibliography)? Are citations missing? | | Strong | Good | Adequate | Weak |
| | | 9-10 | 8 | 7 | 6 > |
| | | / 10% | | | |
| <u>Organization & Style (10%)</u> Is the essay well-organized, with an introduction and conclusion? Is supporting evidence presented logically within each paragraph? Are there clear and appropriate links between the paragraphs? Does the student use an academic writing style, with a variety of well-structured simple, compound and complex sentences? Is the vocabulary sufficiently academic and accurate? | | Strong | Good | Adequate | Weak |
| | | 9-10 | 8 | 7 | 6 > |
| | | / 10% | | | |
| <u>Correctness / Accuracy (10%)</u> Are commas and full-stops used accurately? Are capital letters used correctly? Is spelling sufficiently accurate? Are verb forms (tense and agreement) used appropriately and accurately? | | Strong | Good | Adequate | Weak |
| | | 9-10 | 8 | 7 | 6 > |
| | | / 10% | | | |
| Total Percentage | | / 100% | | | |

A paper (90-100)

- The student responds well to the prompt, using relevant, logical arguments with strong understanding of the evidence.
- Sources are appropriate for the topic, and quoted material is used effectively. All sources are correctly cited.
- The essay is well-organized, with a clear thesis, evidence is presented clearly, and the ideas and paragraphs are well-linked. The student uses an academic writing style, with a variety of sentence types, and academic vocabulary use is varied and appropriate for the topic.
- Language use is accurate, with correct punctuations and spelling. Occasional errors with prepositions and articles.

B paper (80-89)

- The student responds reasonably well to the prompt, and most of the arguments and evidence are relevant, with clear understanding of the evidence.
- Most sources are appropriate for the topic, and quoted material is used effectively most of the time. Only occasional inaccuracies of logic or citation.
- The essay is mostly well-organized, with a clear thesis, some evidence is presented clearly, and the ideas are well-linked. The student uses an academic writing style, with a variety of sentence types that are mostly well-structured. Academic vocabulary use is varied and mostly appropriate for the topic.
- Language use is mostly accurate, punctuation is generally well-controlled, some spelling errors in less common words. May be several errors with prepositions and articles.

C paper (70-79)

- The student responds adequately to the prompt, with some arguments and evidence that are relevant and with partial understanding of the evidence.
- Most sources are appropriate for the topic, and quoted material is used effectively some of the time. More frequent inaccuracies of logic and citation.
- Attempts to organize the essay, with a thesis, and attempts to organize ideas within paragraphs, but with only limited success. Some evidence is presented clearly, and some ideas are well-linked. The student attempts to use an academic writing style, with a variety of simple and compound sentence that are mostly well-structured, and some complex sentences. Academic vocabulary is attempted.
- Language use is varied, attempts at accurate punctuation, but more frequent errors, frequent spelling mistakes in less common words. Errors with prepositions and articles may be frequent, but do not impede meaning.

D paper (60-69)

- The student responds minimally to the prompt, with limited arguments and evidence that are relevant and with little understanding of the evidence.
- Some sources are relevant for the topic, but quoted material is often ineffective or inappropriate. Frequent inaccuracies of logic and citation.
- Limited attempt to organize the essay, thesis is unclear, and limited attempts to organize ideas within paragraphs. Evidence and ideas are not presented clearly or logically linked. The student has limited control of academic writing style, sentences are poorly-structured, and complex sentences are rarely attempted. Vocabulary use is rather basic.
- Language use is varied, punctuation is often inaccurate, spelling mistakes even in common words. Errors with prepositions, articles, verb forms may be frequent and sometimes impede meaning.

Failing paper (below 60)

- Failure to respond to the prompt, with irrelevant information and little or no understanding of the evidence.
- Sources are not relevant, and quoted material, if any, is ineffective or inappropriate. No attempt at citation.
- Very little attempt to organize the essay, no thesis is presented, and information within paragraphs is not organized. Evidence and ideas are unclear. Academic writing style is not attempted, and even basic sentences are poorly - structured. Vocabulary use is inadequate.
- Little control of language, with inaccurate punctuation and frequent spelling mistakes in common words. Errors with prepositions, articles, verb forms are frequent and cause difficulty for the reader.