

The Indian Ocean World: Sailors, Slaves, and Pirates

HIST 387-001

Tuesdays and Thursdays, 3-4:15 pm, Music/Theater Building 1006

Dr. Jane Hooper

jhooper3@gmu.edu

Office: Robinson B 369A

Office Hours: Mondays and Tuesdays 1:30-2:30 pm, Thursdays 10:30-11:130 am, or by appointment

Course Description:

The Indian Ocean constitutes the world's oldest cultural continuum, uniting communities in locations as far flung as Zanzibar and Oman, Madagascar and Borneo, Goa and Mozambique. More than fifteen centuries before Europeans first crossed the Atlantic, sailors, merchants, and migrants traveled across the Indian Ocean, sharing languages, culinary practices, and religious beliefs. This contact, however, was not always egalitarian and peaceful. Millions of people were enslaved and forcibly transported across the ocean. Pirate attacks have plagued the merchants of the ocean since at least the tenth century CE. In this class, we will examine how these different threads, of exchange and violence, have brought populations living on the shores of the ocean together for over two millennia. Students will read a variety of primary and secondary sources, as well as a novel, in order to understand the power that the Indian Ocean has played on peoples' lives and histories.

Course Objectives:

1. You will be able to understand major events that shaped the Indian Ocean world and gain knowledge about the complexity of human experience from a historical perspective.
2. You will develop concepts of time, continuity, and change in order to understand and reconstruct the past.
3. You will develop a perspective of a world beyond your own personal location and rethink traditional land or continent-focused histories.
4. You will engage with a variety of primary and secondary sources, including novels, digital archives, online sources, and visual material. We will work on reading skills in class to engage, analyze, and interpret these sources using techniques used by historians.
5. You will be able to clearly and concisely express yourself in writing and speaking. You will properly cite print and online material in your papers.

Grading and expectations:

Participation: This class is participatory and, in order to get the most from class, you need to attend every class prepared and having thought about the assigned reading(s). If you have poor class participation due largely to absences, i.e., your non-presence during discussions, your final grade will fall dramatically. **If you are absent for more than four classes** and do not provide an adequate excuse in a timely manner (i.e., notify the instructor after your second missed class), **you will receive a 0 for your participation.** Note: Dr. Hooper will not re-teach a missed class via email or during an office conference.

Classroom Etiquette: **You may not use cell phones, laptops, or any other electronic devices in the classroom** unless they are being used for a classroom activity as indicated by the instructor. Please arrive on time and pack up your things only when the lecture or discussion has completely finished. **Any violation of these rules will significantly lower your participation grade.**

Weekly Papers: You will complete short papers (200-300 words) reflecting on our discussions and readings for the week. The assignments will be posted on our course recitation blackboard sites. These papers are to be submitted through the course blackboard site **before 5 pm the day after class.** You will receive a score of 1 (adequately addressed the assigned question) or 0 (did not fulfill the assignment) for each paper. You must provide proper footnote citations for each paper. Out of 12 weekly papers listed on the syllabus, you will be graded on 10 of these papers. Late weekly papers will not be accepted for any reason.

Discussion Leading: You will sign up to lead discussion with several classmates once during the semester. You **must meet as a group at least 24 hours before class** to discuss the questions you will ask. Then **you will either meet** with Dr. Hooper to discuss your proposed questions **or email** the questions to Dr. Hooper, at least 24 hours before class. You will be graded on the quality of your questions, your mastery of the material, and your individual contribution to the discussion.

Papers: Throughout the semester you will submit three longer papers (3-5 pages) as the culmination of our work both in and out of class: a primary source analysis paper, a secondary source analysis paper, and a final paper bringing together both sources. The full assignments and due dates are posted on the blackboard site. You are expected to read each assignment description carefully and work on the papers throughout the semester. Papers must include properly formatted citations. Papers will be submitted through the course blackboard site. Late papers will not be accepted without Dr. Hooper's advance permission, i.e. before the assignment is due. **It is your responsibility to ensure papers are properly submitted and received on time.**

Exam Rules and Deadlines: In accordance with university regulations, professors in the Department of History and Art History re-schedule exams after receiving documentation of a medical emergency or family emergency; often this documentation must be verified by the Dean of Student Life. **Work-related or personal/family obligations are not adequate excuses for re-scheduling an exam or obtaining any kind of extension.** Note: September 8 is the last day to add classes or drop classes with no tuition penalty; October 2 is the last day to drop with a 67% tuition penalty. If you have questions about registering for this class, please speak with your academic advisor.

Final Grade:

Participation - 15% (based on the quantity and quality of your contributions)

Weekly Papers (10 total) - 10%

Discussion Leading - 10%

Primary Source Analysis - 20%

Secondary Source Analysis - 20%

Final Paper - 25%

*Although grades for individual papers will be posted on blackboard, not all of your grades will appear there and blackboard will not be used in the final calculation of your grade. If you have questions about your grade on an assignment, please talk to Dr. Hooper.

Office of Disability Services: If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. See <http://ods.gmu.edu>.

Note about Communications: Students must use their Mason email account to receive important University information. Blackboard will be used to post important messages, links for readings, and grades for papers.

Other Important Campus Resources:

The Writing Center: Robinson A114, <http://writingcenter.gmu.edu>

University Libraries: <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services: 703-993-2380, <http://caps.gmu.edu>

Academic Honesty:

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient. Plagiarism cannot be tolerated in an academic setting.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited; this is incorrect. While direct quotations do need citations, so do

paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this rule include factual information which can be obtained from a variety of sources—what has been called common knowledge—or the writers' own insights or findings from their own field research. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly."

In other words, writers provide a citation for any piece of information that they think their readers might be unfamiliar with and want to investigate or debate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism.

Cheating means to get help on an assignment without permission. This includes asking another classmate to "see" their paper before writing your own paper OR hiring someone to "edit" your paper. Allowing another student to see your work without permission from the instructor is also considered cheating. You must get permission from your instructor before asking anyone outside of your professors, writing center tutors, or teaching assistants for help on assignments. If you don't understand an assignment, you need to ask the professor for clarification rather than your classmates.

In this course, you will be expected to adhere to the Honor Code at George Mason. We will discuss the use of citations and quotations throughout the semester. If you have any questions on how to cite a source, please see Dr. Hooper.

Texts Available for Purchase in the Bookstore:

- Edward Alpers, *The Indian Ocean in World History* (Oxford: Oxford University Press, 2013) (also on reserve at the JC).
- *The English East India Company at the Height of Mughal Expansion: a Soldier's Diary of the 1689 Siege of Bombay with Related Documents*, eds. Margaret R. Hunt and Philip J. Stern (Boston: Bedford/St. Martin's, 2015).
- Abdulrazak Gurnah, *By the Sea* (2001) (also on reserve at the JC). * You are welcome to use any edition of this book, as long as you properly cite it and provide full publication information.

All other readings on the syllabus are found in links given on blackboard, the course library website, or on course reserves. It is your responsibility to locate all assigned readings or contact the professor if you have difficulty in doing so. **We frequently consult the assigned readings during classes; bring either printed copies or download a copy onto your computer to access them during class.**

Course Schedule

*This schedule is subject to change. Please consult the course blackboard site for updated course information.

* Note: all readings are to be completed before the class in which they will be discussed.

August 30 - Introductions

September 1 – Overview of major themes in Indian Ocean history; sign up for discussion groups

Reading:

- Alpers, *The Indian Ocean in World History*, chapter 1

* Bring a copy of the textbook with you to class

* Paper #1 due by September 2, 5 pm

1. Setting the Stage: Religion, Trade, and Piracy

September 6 – Early migration and trade across the ocean: pre-1498 world views

Readings:

- Alpers, *The Indian Ocean in World History*, chapter 2

- Rael, “How to read a primary source,” in *Reading, Writing, & Researching for History: A Guide for College Students*, online at:

<http://www.bowdoin.edu/writing-guides/>

September 8 – Analyzing early written sources

Reading:

- Primary sources on the early Indian Ocean (see document posted on blackboard site)

* Paper #2 due by September 9, 5 pm

September 13 - Islam in the ocean

Readings:

- Alpers, *The Indian Ocean in World History*, chapter 3

- Rael, “How to Ask Good Questions” and “What Makes a Question Good?”

* Submit research question on blackboard before class

September 15 - The travels of Ibn Battuta

Reading:

- Ibn Battuta, *Travels*, excerpts (see document posted on blackboard)

* Paper #3 due by September 16, 5 pm

September 20 – Commerce and pirates before the Europeans

Reading:

- Sebastian Prange, “A Trade of No Dishonor: Piracy, Commerce, and Community in the Western Indian Ocean, Twelfth to Sixteenth Century,” *American Historical Review* 116, no. 5 (2011): 1269-1293 (available in GMU library catalog)

2. Golden Age of Piracy and Slavery

September 22 – Cataclysm of 1498?

Reading:

- Vasco da Gama, *Journal*, excerpts, available online at:
<https://legacy.fordham.edu/halsall/mod/1497degama.asp>

Suggested Watching:

- Sunjay Subrahmanyam, “How India Discovered Vasco da Gama,” - available online at:
<https://www.youtube.com/watch?v=DDy211XVUZ0>

* Paper #4 due by September 23, 5 pm

September 27 – European newcomers

Reading:

- Alpers, *The Indian Ocean in World History*, chapter 4

September 29 – Discussing primary sources

* Primary Source paper submitted online before class

October 4 - European monopoly companies in the Indian Ocean

Reading:

- *The English East India Company at the Height of Mughal Expansion*, eds. Margaret R. Hunt and Philip J. Stern, introduction (pp. 1-25) and chronology (p. 184-5).

October 6 – The English East India Company as Pirates?

Reading (in class):

- *The English East India Company at the Height of Mughal Expansion*, pp. 107-141.

*Bring a copy of the book with you to class

October 11 - no class (fall break)

October 13 – The Siege of Bombay

Reading:

- *The English East India Company at the Height of Mughal Expansion*, Part Two (pp. 26-105).

* Paper #5 due by October 14, 5 pm

October 18 – Early modern European and Asian pirates

Reading (before class):

- Rael, “How to read a secondary source”

Readings (in class):

- Tonio Andrade, “The Company’s Chinese Pirates: How the Dutch East India Company Tried to Lead a Coalition of Pirates to War Against China, 1621-1662,”

Journal of World History 15, no.4 (2004): 415-444 (available in GMU library catalog).

- Patricia Risso, "Maritime Violence in the Western Indian Ocean and Persian Gulf Region during a Long Eighteenth Century," *Journal of World History* 12 (2001): 293-319 (available online in GMU library catalog).

October 20 – Henry Every, "King of Pirates"?

Reading:

- "Case of Henry Every," in *Privateering and Piracy in the Colonial Period*, ed. John Franklin Jameson, pp. 153-187, available online at:

http://www.gutenberg.org/files/24882/24882-h/24882-h.htm#CASE_OF_HENRY_EVERY –

Paper #6 due by October 21, 5 pm

October 25 – Indian Ocean slave trade

Reading:

- Jane Hooper and David Eltis, "The Indian Ocean in Transatlantic Slavery," *Slavery & Abolition* 34, no. 3 (2013): 353–75 (available in GMU library catalog).

October 27 – East African slavery

Reading:

- Edward A. Alpers, "The Story of Swema: Female Vulnerability in Nineteenth-Century East Africa," in *Women and Slavery in Africa*, eds. Claire C. Robertson and Martin A. Klein (Portsmouth, NH: Heinemann, 1997), 185-200. (e-reserve)

* Paper #7 due by October 28, 5 pm

3. Imperialism: The Unraveling of the Indian Ocean?

November 1 – The 19th Century: Imperialism and Steam ships

Reading:

- Alpers, *The Indian Ocean in World History*, chapter 5

November 3 – Discussing secondary sources

* Secondary Source paper submitted online before class

November 8 – Indentured Labor in the Ocean

Suggested readings:

- Richard B. Allen, "Slaves, Convicts, Abolitionism and the Global Origins of the Post-Emancipation Indentured Labor System" *Slavery & abolition* 35, no. 2 (2014): 328 – 348 (available in the GMU library catalog).

- Rachel Sturman, "Indian Indentured Labor and the History of International Rights Regimes," *American Historical Review* 119, no. 5 (2014): 1439-1465 (available in the GMU library catalog).

November 10 – Life on Zanzibar

Reading:

- Emily Ruete, *Memoirs of an Arabian Princess from Zanzibar*, available online at: <http://digital.library.upenn.edu/women/ruete/arabian/arabian.html#>

Read Chapter 1: Family History; Chapter XIII: Social Customs; Chapter XVI: Slavery

Suggested viewing:

- Pictures of “Swahili Coast Daughters,” available online at: <http://indian-ocean.africa.si.edu/swahili-coast-daughters/>

* Paper #8 due by November 4, 5 pm

November 15 – Colonies along the ocean

Reading:

- Thomas R. Metcalf, *Imperial Connections: India in the Indian Ocean Arena, 1860-1920* (Berkeley: University of California Press, 2007), 68-101 (e-reserve).

November 17 – Mutiny and Lascars

Reading:

- Aaron Jaffer, “The Last Voyage of the *Arabella*: Life and Death Aboard a British Country Ship,” *Journal for Maritime Research* 2 (2014), available online at:

<http://www.tandfonline.com/mutex.gmu.edu/doi/full/10.1080/21533369.2014.959339>

* Paper #9 due by November 11, 5 pm

4. The Contemporary Indian Ocean

November 22 – Gandhi in South Africa

Reading:

- Mohandas K. Gandhi, “The Persecution of Indians,” *The South Africa Reader*, pp. 232-239, (e-reserve)

Browse:

- <http://www.sahistory.org.za/people/mohandas-karamchand-gandhi>

Paper #10 due by November 18, 5 pm

November 24 – no class (Thanksgiving)

November 29 – The 20th Century

Reading (before class):

- Alpers, *The Indian Ocean in World History*, chapter 6

Reading (in class):

- Mike Miller, “Pilgrims’ Progress: the Business of the Hajj,” *Past & Present*, no. 191 (2006): 189-228 (available through GMU library catalog)

December 1 - Somali piracy:

Reading:

- Jatin Dua, "After Piracy? Mapping the Means and Ends of Maritime Predation in the Western Indian Ocean," *Journal of Eastern African Studies* 3 (2015), available online at:

<http://www.tandfonline.com/doi/full/10.1080/17531055.2015.1092281>

Suggested readings:

- Essays in Bruce A. Elleman, Andrew Forbes and David Rosenberg, eds., *Piracy and Maritime Crime: Historical and Modern Case Studies* (available through GMU library catalog)

Paper #11 due by December 2, 5 pm

December 6 – Memories of East Africa

Reading:

- Abdulrazak Gurnah, *By the Sea*

Paper #12 due by December 7, 7 pm

December 8 – Reflecting on the semester

* Final paper submitted online by December 16, 5 pm