

HIST 387-001
HISTORY OF THE INDIAN OCEAN, 1000 AD – PRESENT
SPRING 2012
MW 10:30-11:45am

RTFSP!

CONTACT INFORMATION

Sarah Waheed

Office: Center for Global Islamic Studies, Patriot Square

Email: swaheed2@gmu.edu

Office Hours: M: 3-4pm

DESCRIPTION:

For many centuries, the peoples living on the rim of the Indian Ocean had established a vast maritime network that linked the civilizations of India, China, Southeast Asia, the Middle East and East Africa. The wealth and trade that crossed the Indian Ocean surpassed that of any other region, and it was in the hope of accessing this commercial zone that Europeans embarked on voyages of ‘discovery.’ This course examines the historical development of the Indian Ocean as a world of far-reaching cultural and economic exchange, passing through ‘stages’ of regional, Muslim, and European dominance. By emphasizing long-distance trade and interaction, rather than on land-based states, this course will investigate many issues, such as the nature of pre-modern/early modern globalization and the difficulty of studying people and places that are seen as between, or on the edge of, the high seas. Texts and readings will draw upon recent secondary research as well as historical and literary primary source materials.

ACADEMIC INTEGRITY

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

MASON EMAIL ACCOUNTS

Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

OFFICE OF DISABILITY SERVICES

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

OTHER USEFUL CAMPUS RESOURCES:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200;
<http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES “Ask a Librarian”
<http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;
<http://caps.gmu.edu>

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

COURSE WEBSITE AND READINGS

You will be e-mailed the syllabus as well all of the electronic readings for this course to your GMU account. **Make sure you print out the readings and bring them to class with you!**

BOOKS FOR PURCHASE:

Michael Pearson, *The Indian Ocean*

Amitav Ghosh, *In An Antique Land*

Thomas Metcalf, *Imperial Connections: India in the Indian Ocean Arena, 1860-1920*

George Hourani, *Arab Seafaring in the Indian Ocean*

These books have are available at Bookstore in the Johnson Center.

ASSIGNMENTS AND GRADE BREAKDOWN

You will be expected to complete the reading assigned for each class on or before the day that it is listed on the syllabus. Completing the reading means that you have not only literally read the assignment, but that you have spent some time putting together your thoughts and questions about the readings, the subject, and how all of these relate to the themes of the course. The participation portion of your final grade will take in to account your attendance, preparation for, and active participation in class.

5% Map Quiz
20% Class Participation

- 25% 2 Response Papers (5 pages)
- 25% Mid-Term Essay (7-8 pages)
- 25% Final Paper (8-10 pages)

PARTICIPATION: CLASS DISCUSSION / PARTICIPATION POINTS

Students are required to **bring at least one question** from the assigned texts to class. Students should also **bring their notes to class**. Class participation does not simply mean attendance and completing assignments. Rather students are expected to engage with the assigned materials actively.

6 points: If the student shows initiative by offering to begin class discussion with two specific questions raised from the readings.

5 points: If the student follows directions in the syllabus by 1) bringing specific questions from the readings and/or specific passages from the readings to discuss; 2) bringing their notes to class and attempting to summarize the readings. 3) lists major points from the reading, selects important passages, and tries to relate the texts to the broader themes of the course.

4 points: If the student asks questions, and tries to relate these to the broader themes in the course.

-5 points: If the student asks a question and I answer with either, “As it says in the syllabus...” or “RTFSP!” This includes questions in e-mails to me. Same goes for, “I missed class, what did we cover?” and “How are you calculating my grade?”

-4 points: If the student asks a question that can be answered by a class-mate, the librarian, a technology expert, or a specialist on campus. This includes questions in e-mails to me.

-3 points: If the student does not bring printed readings to class.

0 points: Absent without reason. If you don't show up and I don't know why, you will get a 0 for that day.

N/A: Absent with excuse (this means that day will not count towards the total average).

MID-TERM / FINAL ESSAYS

Your essays should be double-spaced, in Times New Roman 12-point font. You will be evaluated based on your grasp of the readings in this course. You must use the Chicago-MLA style of citation for either in-text citations or footnotes. The citation guide will be e-mailed to you, along with all PDF readings. Wikipedia will **not** be accepted as a source citation, and **points will be taken off**, if it is used as such. Remember to address the question right away. Avoid generalizing sentences and lengthy introductory paragraphs not relevant to the question.

RE-DOING ASSIGNMENTS

You are welcome to re-write essays or assignments, but do note that I have higher expectations the second time around, and thus grade harder the second time around, and you may wind up with a lower grade.

IN-CLASS GUIDELINES: Please...

Switch off all cell phones, laptops, and electronic devices for the duration of the class.

Do not eat, chat, or sleep in class.

Do not saunter in late or leave early without speaking/e-mailing me beforehand.

Print out the readings from and bring them to class.

ATTENDANCE and EXTENSION POLICY

You will be expected to attend class regularly. If you are absent for three or more class days in a row without a reasonable explanation, you will be dropped from the class. In the event of illness or family emergency, do let me know **via e-mail**. If you need an extension, you must let me know at least **24 hours prior to the due-date** of the paper, and follow up with an **e-mail**. Students will **not** be allowed more than one extension per semester. If an extension is granted and the paper is not handed in, the paper will receive an F. Barring extensions, all assignments must be handed in on the date they are due. Assignments turned in after class will be considered late. The grades for all assignments turned in late will be reduced by a 1/3 of a letter grade (ie. an A to an A-) for every day that they are late.

I will only accept paper copies (**NO electronic submissions**) of your work. Please bring a printed stapled copy of your paper to class to turn in.

**denotes optional reading, extra credit for writing a response to optional reading.*

Map Quiz:

On February 1 there will be a quiz on the geography of South Asia in which students will locate various places and things on an outline map of the region.

SCHEDULE:

Monday, January 23: Introduction: Concepts, Terms, Themes and Syllabus Overview

Wednesday, January 25: Time, Space, the Seas & Oceans as Units of Analysis

Michael Pearson, *The Indian Ocean*, Introduction, p. 1-13.

Jerry Bentley, "Sea and Ocean Basins as Frameworks of Historical Analysis Author(s):
Jerry H. Bentley Source: Geographical Review, Vol. 89, No. 2, Oceans Connect (Apr., 1999), pp. 215-224.

Other Assignments:

- 1) Study for Map Quiz

Monday, January 30: History over the Long Duree

Michael Pearson, *The Indian Ocean*, Chapter 1 “Deep Structure” p. 14-26

Visit and explore the following web site: <http://www.indianoceanhistory.org/> and read the Historical Overviews for Prehistoric Era, Ancient Era, and Classical Era.

Play the Journey of Mankind Interactive Map:

<http://www.bradshawfoundation.com/journey/> And Read: “World’s First Oyster Bar”

Other Assignments:

- 1) Study for Map Quiz
- 2) Write a one page essay on something that surprised you from the maps of www.indianoceanhistory.org
- 3) Answer reading Questions

Wednesday, February 1: Humans Venture and Connect Through the Ocean

Michael Pearson, *The Indian Ocean*, Chapter 2, “Humans and the Sea” and Chapter 3, “The Beginning of the Ocean” p. 27-62.

*****Map Quiz*****

Monday, February 6: Early Trade and Navigation in the Indian Ocean

Michael Pearson, *The Indian Ocean*, Chapter 4, “Muslims in the Indian Ocean” p. 62-113

*K.N. Chaudhuri, “The Rise of Islam and the Pattern of Pre-Emporia Trade in Early Asia”, in *Trade and Civilisation* p. 34-62.

Other Assignments:

- 1) Answer Reading Questions
- 2) Start Reading Amitav Ghosh: *In An Antique Land: History in the Guise of a Traveler’s Tale*
- 3) Extra Credit: 1 page response paper to K.N. Chaudhuri

Wednesday, February 8: Islam in the Indian Ocean

George F. Hourani, John Carswell, *Arab Seafaring in the Indian Ocean in Ancient and Early Medieval Times* Chapter 3: “The Ships”, p. 87-114

Other Assignments:

- 1) Answer Reading Questions
- 2) Continue Reading Amitav Ghosh: *In An Antique Land: History in the Guise of a Traveler’s Tale*

Monday February 13: Travel, Trade, and Civilization

Richard Eaton, "The Rise and Fall of Military Slavery in the Deccan, 1450-1650" p. 1-13

Janet Abu-Lughod, "The Indian Subcontinent: On the Way to Everywhere" p. 262-286

Other Assignments:

- 1) Answer Reading Questions
- 2) Continue Reading Amitav Ghosh: *In An Antique Land: History in the Guise of a Traveler's Tale*
- 3) Response Paper 1

Wednesday, February 15: Expansion of Empires & Commerce 700-1500

Risso, Merchants of Faith article

Monday, February 20: Perceptions of the Indian Ocean

Discussion on Part 1 (p. 13-105): Amitav Ghosh

Other Assignments:

- 1) Answer Reading Questions

Wednesday, February 22: Perceptions of the Indian Ocean

Discussion on Part 2 (p. 106-): Amitav Ghosh

Other Assignments:

- 1) Answer Reading Questions

Monday, February 27: The Portugese, the Ottomans, and the Spice Trade

Chaudhuri, *Trade and Civilisation*, 63-79

Pearson, *Indian Ocean*, 113-145

Wednesday, February 29: Arrival of the Portugese (Cont..)

Enseng Ho, "Custom and Conversion in Malabar: Zayn al Din Malibari's Gift of the Mujahidin: Some Accounts of the Portugese" in *Islam and South Asia in Practice*, pg. 403-409.

Other Assignments:

- 1) Answer Reading Questions

Monday, March 5: Regional Trade Networks: Chinese and Southeast Asia

Chaudhuri, *Trade and Civilisation*, 98-118, 182-220

Pearson, *Indian Ocean*, 159-169

Wednesday, March 7: Chinese and Southeast Asia

Anthony Reid, "Flows and seepages in the long-term Chinese interaction with Southeast Asia", in A. Reid (ed.), *Sojourners and Settlers* (Honolulu: University of Hawai'i Press, 2001) 15-49

Other Assignments:

- 1) Answer Reading Questions

*******MIDTERM ESSAY ON TOPIC / THEME COVERED SO FAR*******

*******March 12-18 SPRING BREAK*******

Monday, March 19: Dutch and British Commercial Empires: The Business of Free Trade

Pearson, *Indian Ocean*, 145-158

Chaudhuri, *Trade and Civilisation*, 80-97

Wednesday, March 21: British Maritime Empire Building

Thomas Metcalf, *Imperial Connections: India in the Indian Ocean Arena, 1860-1920*

Other Assignments:

- 1) Answer Reading Questions

Monday, March 26 Industrial Capitalism, British Imperialism:

Pearson, *Indian Ocean*, 190-248

Thomas Metcalf, *Imperial Connections: India in the Indian Ocean Arena, 1860-1920*

Wednesday, March 28: East India Company

Queen Elizabeth's Charter and East India Monopoly

Other Assignments:

- 1) Answer Reading Questions

Monday, April 2: Diasporas and Transnational Communities:

Michael Pearson, "Indians in East Africa: the early modern period" in Mukherjee and Subramanian (eds.), *Politics and Trade in the Indian Ocean World*, 227-249

Anthony Reid, "Aceh between two worlds", 100-122, *Cross Currents*

Wednesday, April 4: Diasporas and Transnational Communities:

Gwyn Campbell, "Slavery and the trans-Indian Ocean world slave trade", in Ray & Alpers, *Cross Currents*, 286-305

Erik Gilbert, "Oman and Zanzibar", 163-178 in *Cross Currents*

Monday, April 9: Piracy and Pirates in the Indian Ocean

Eric Tagliacozzo, *Secret Trades, Porous Borders: Smuggling and States a South-East Asian Frontier, 1865-1915*, "Imagining the Frontier: State Visions of Danger Along the Frontier", Yale University Press, 2005.

Wednesday, April 11: Piracy and Pirates in the Indian Ocean

Lauren Benton, "Legal Spaces of Empire: Piracy and the Origins of Ocean Regionalism", *Comparative Studies in Society and History*, Vo. 47, No. 4 (Oct., 2005), pp. 700-724

**Response Paper 2 due

Monday, April 16: Historical Connections Across Indian Ocean in Twentieth Century

Engseng Ho, "Empire Through Diasporic Eyes: A View from the Other Boat" in *Comparative Studies in Society and History*, 46, pp 210-246.

Wednesday, April 18: Contemporary Representations of Indian Ocean

Roland Marchal, "Dubai: Global City and Transnational Hub" in M. Al-Rasheed (ed). *Transnational Connections and the Arab Gulf*

Monday, April 23: Contemporary Representations of the Indian Ocean

IN CLASS: Watch Bollywood Movie: *Company* Part 1

Wednesday, April 25: Contemporary Representations of the Indian Ocean

IN CLASS: Watch Bollywood Movie: *Company* Part 2

Monday, April 30: Review and Concluding Discussions

In class discussion about the film, *Company*:

We will discuss how the film depicts various networks (trade, crime, labor, terror, and law) as spanning across the Indian Ocean region. How are the themes of globalization depicted in these films? What can a historical reading of the Indian Ocean region, (in this case, the port city and major global business center of Mumbai), bring to bear on the contemporary themes about the globalized world?

Wednesday, May 1: Review and Concluding Discussions

FINAL PAPER DUE