

**\*DRAFT\***

## **India & the Indian Ocean World**

Fall 2009

Time: MW 11:30-1

Location: Adams 202

Office Hrs.: Tu. 2-5 & by appt.

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In the long millennium from the emergence of Islam in the Arabian peninsula in the 7<sup>th</sup> c. to the era of modern European imperialism starting in the late eighteenth century, a vibrant world forged by the movements of people, commodities, and ideas linked the contemporary regions of the Middle East, East Africa, South and Southeast Asia and even China. This course explores the contours of this world, focusing on the regions of South and Southeast Asia from the 13th through 18th centuries—eras of cultural and political efflorescence and eventually also of emergent European imperial power. We will draw both on the evidence of material culture (architecture, archaeology, art, crafts, and everyday material objects) as well as on written primary sources to consider issues such as: systems of production, trade and consumption; the nature and formation of communities and states; the production and transformation of systems of knowledge; the meanings of conversion and religious change; and shifting modes of social relations. We will also consider key scholarly debates concerning the Indian Ocean as an economic system and its relation to the rise of global capitalism.

The central aims of this course are to introduce you to pre-modern South Asia and to the connected worlds of which it was a part, and to develop some analytical tools for thinking about pre-modern forms of globalization, cosmopolitanism, and everyday life in this vast region. To this end, the course focuses on developing your skills in the following areas:

- interpreting primary sources
- analyzing and synthesizing scholarly arguments (i.e. secondary sources)
- engaging creatively with such primary and secondary sources to develop your own contextually-original arguments

### **Required Texts:**

The following required texts are available for purchase at the Textbook Annex in the basement of Coles Tower and are on Reserve at Hawthorne–Longfellow Library:

Asher, Catherine & Cynthia Talbot. *India Before Europe*. Cambridge: Cambridge University Press, 2006.

Dunn, Ross E. *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century*. Revised Edition. Berkeley: University of California Press, 2005.

Reid, Anthony. *Southeast Asia in the Age of Commerce; Vol. Two: Expansion & Crisis*. New Haven: Yale University Press, 1993.

Taylor, Jean Gelman. *The Social World of Batavia: Europeans and Eurasians in Colonial Indonesia*. 2<sup>nd</sup> Edition. Madison, WI: University of Wisconsin Press, 2009.

Additional required readings are available on the course website on Blackboard. Such readings are marked on this syllabus with an asterisk (\*). All these “electronic coursepack” readings can be printed out free of charge, and you are strongly recommended to do so. Working from a hard copy will facilitate careful reading, highlighting, and note-taking.

### **Course Format:**

This class is designed as a lecture course, and I will use lectures both to address the readings for that day, and also to offer important historical background, broader contexts, analysis and critique. The course will also involve significant discussion components (at times integrated into the lecture), as well as group work, which will call upon you to engage directly with the course material and with each other.

We will follow the reading schedule provided in this syllabus as closely as possible. Any necessary changes during the course of the semester will be announced in class no later than the class before the revised reading is due. I will also inform you by email and on Blackboard of any such changes.

### **Blackboard:**

The class will make use of the Blackboard tool in a number of ways, such as:

- 1) Find copies of the syllabus, handouts, and assignments
- 2) Find required course readings marked with an asterisk on the syllabus
- 3) Find outlines before each class for that day’s lecture & key terms
- 4) Find discussion questions (as “Announcements”) to help focus your reading for each class

- 5) We may experiment with the Discussion Board or other elements to facilitate group work or discussion outside of class

### Course Requirements and Grading:

- 1) Class attendance: You are expected to attend every class throughout the semester. If you know you will have to miss class, please inform me as soon as possible. After two unexcused absences, your final grade will be lowered by one point for each additional unexcused absence. **Students with six or more unexcused absences will fail the course.** If you do miss a class, make sure you get the lecture notes from a classmate. I do not provide lecture notes or give mini-lectures in office hours for a missed class. However, if you have trouble understanding the reading, please come see me in office hours or make an appointment.
- 2) Participation (15%): Active participation is an essential part of this class. Active participation entails engaging meaningfully in class discussions and contributing to in-class group work. It may include at-home preparation of discussion questions, use of the Blackboard Discussion Board, in-class quizzes, or other brief assignments. You are expected to read critically and to come to class with the assignment completed, prepared to talk intelligently about the readings. Assessment of your class participation will be based not only on the amount you speak in class, but more importantly, on the quality of ideas, questions and issues you raise. Please note that students who simply attend class regularly but do not contribute to discussion will earn a maximum grade of C for participation.
- 3) Map Quiz (5%): There will be a map quiz fairly early in the semester (**September 16<sup>th</sup>**) to solidify your knowledge of the basic geography of this vast region.
- 4) Papers (55%): The written assignments for this class will be comprised of one mini-essay and (500–750 words, approximately 2–3 double-spaced pages) and two formal medium-length papers (1200–1750 words, approx. 5–7 double-spaced pages). The mini-essay is intended to help develop skills in writing and analysis that will serve you in good stead for the longer (and more weighty) paper assignments. It will ask you to compare either related primary sources, or a related primary and secondary source. The more significant papers will require examination of primary as well as secondary sources, focusing on the latter. Due dates and percentage of grade are as follows:

**Mini-Essay (10%):**      **Wednesday, October 14**

**Paper #1 (20%):**        **Friday, October 30**

**Paper #2 (25%):**        **Friday, November 20**

**Papers are due at 4 p.m. in the box outside my office.** Any unexcused lateness in handing in an assignment will result in a grade reduction by one-third grade per day (i.e. an A paper two days late becomes a B+). **The weekend counts as two days** (i.e. Friday to Monday is three days late). If you need an extension on a paper, you must have a serious and valid reason, and you must talk to me **before** the assignment is due. Papers should be printed out, numbered, and stapled.

5) Take-Home Final Exam (25%): An essay-based exam will be available at the end of our last class on Wednesday, December 9<sup>th</sup> and will be due at 4 p.m. on Friday, December 11<sup>th</sup>. You should expect to spend no more than four hours on the exam itself (although added time will be necessary to prepare for it); total length should be approximately 1500 words.

**Please note that you must complete and turn in all assignments to receive a passing grade in this course.**

**Academic Integrity:**

Plagiarism (turning in another person's work as your own, or without adequate citation) will NOT be tolerated. You will automatically receive a zero for any plagiarized assignment, and in addition to the penalties you will face within the class, any act of plagiarism will be reported to the Dean's Office and may lead to action by the Judicial Board.

## Schedule of Classes

(Readings marked with an asterisk (\*) are available on Blackboard under the Menu item “Readings.” Please note that assignments are listed on the day they are due.)

Date	Reading & Lecture	Assignment
September 7	Introduction: The Possibilities and Pitfalls of the ‘Oceanic Worlds’ lens	
September 9	Situating India in the Indian Ocean World: Background & Prehistories  <b>Reading:</b> Asher & Talbot, <i>India Before Europe</i> , 1–24 Ross Dunn, <i>The Adventures of Ibn Battuta</i> , 1–26	
September 14	Medieval Indian Social & Political Formations  <b>Reading:</b> *Burton Stein, <i>A History of India</i> (London: Wiley–Blackwell, 1998), pp. 111–159	
September 16	Muslim Cosmopolitanisms  <b>Reading:</b> Dunn, 65–80	MAP QUIZ
September 21	The Trading World of the East African Coast  <b>Reading:</b> Dunn, 106–136 * Selections from, “Swahili and Their History” in Derek Nurse & Thomas Spear, <i>The Swahili: Reconstructing the History and Language of an African Society, 800–1500</i> (Philadelphia: University of Pennsylvania Press, 1985): pp. 1–6, 16–31. * Selections from “The Swahili Coast and the Indian Ocean World,” in Mark Horton & John Middleton, <i>The Swahili: The Social Landscape of a Mercantile Society</i> (Oxford: Blackwell, 2000), pp. 72–82 (NB: This is just a small section of a much larger PDF.)	
September 23	New Empires & Urbanisms: North India & the Rise of the Sultanates	

	<b>Reading:</b> Asher & Talbot, 25–52; Dunn, 183–212	
September 28	<b>CLASS CANCELLED</b>	
September 30	Theorizing a Pre–Modern World System  <b>Reading:</b> *Janet Abu–Lughod, <i>Before European Hegemony: The World System, A.D. 1250–1350</i> (New York: Oxford University Press, 1989), pp. 3–40; 261–286 (NB: These are in two separate PDFs.)	
October 5	Old & New Empires: South India & Beyond  <b>Reading:</b> Asher & Talbot, 53–83; Dunn, 213–240	
October 7	Southeast Asia, China & Economic Expansion: A Material Cultures Perspective  <b>Reading:</b> Abu–Lughod, pp. 291–315 (in 2 <sup>nd</sup> PDF); Dunn, 241–289	
October 12	<b>Fall Break</b>	
<b>October 14</b>	Fourteenth–century World Views: Comparing Global Perspectives  <b>Reading:</b> Dunn, 290–318 Selections from: *Ibn Battuta: <a href="http://www.fordham.edu/halsall/source/1354-ibnbattuta.html">http://www.fordham.edu/halsall/source/1354-ibnbattuta.html</a> *Marco Polo: <a href="http://www.fordham.edu/halsall/source/polo-kinsay.html">http://www.fordham.edu/halsall/source/polo-kinsay.html</a>	<b>MINI–ESSAY DUE: Comparing Global Perspectives</b>
October 19	Southeast Asia: Systems of Production, Trade & Consumption in a Connected World  <b>Reading:</b> Anthony Reid, 62–131	
October 21	Movements of People, Beliefs & Ideas	

	<b>Reading:</b> Reid, 132-201	
October 26	Commerce & State Formations <b>Reading:</b> Reid, 202-266	
October 28	Explaining Historical Trajectories: The Rise of European Capitalism and the Economic Decline of Other Worlds/ World Systems <b>Reading:</b> Reid, 267-325	
<b>October 30</b>	<b>4 p.m., in box outside my office</b>	<b>PAPER #1 DUE</b>
November 2	The Rise and Consolidation of the Mughal Empire <b>Reading:</b> Asher & Talbot, 115-152	
November 4	Mughal Politico-Economic Formations <b>Reading:</b> Asher & Talbot, 152-185	
November 9	Portuguese Imperialism in the Indian Ocean <b>Reading:</b> * Robert S. Wolf, "Da Gama's Blundering: Trade Encounters in Africa and Asia during the European 'Age of Discovery,' 1450-1820," <i>The History Teacher</i> 31, 3 (May 1998): 297-318; *Sanjay Subrahmanyam, "On Indian Views of the Portuguese in Asia, 1500-1700," in <i>From the Tagus to the Ganges: Explorations in Connected History</i> (New Delhi: Oxford University Press, 2005): 17-44	
November 11	Slavery & the Slave Trade in the Indian Ocean  *Gwyn Campbell & Edward A. Alpers, "Introduction: Slavery, Forced Labor, and Resistance in Indian Ocean Africa and Asia," <i>Slavery and Abolition</i> , 25, 2 (August 2004): ix-xxvii *Richard Eaton, "Malik Ambar," in <i>A Social History of the Deccan: Eight Indian Lives</i> ,	

	(Cambridge: Cambridge University Press, 2005), pp. 231–280	
November 16	<p>Mughal (&amp; Non-Mughal) Culture &amp; Idioms of Power</p> <p><b>Reading:</b> Asher &amp; Talbot, 186–224</p> <p>*Sanjay Subrahmanyam, “Parody and Public Space in an Early Modern Society,” in <i>Penumbra Visions: Making Politics in Early Modern South India</i> (Ann Arbor: University of Michigan Press, 2001): 220–252</p>	
November 18	<p>Piracy and Emergent Colonial Legal Orders</p> <p><b>Reading:</b></p> <p>*Lauren Benton, “Legal Spaces of Empire: Piracy and the Origins of Ocean Regionalism,” <i>Comparative Studies in Society &amp; History</i> 47/4 (Oct 2005): 700–724.</p> <p>*Patricia Risso, “Cross-Cultural Perceptions of Piracy: Maritime Violence in the Western Indian Ocean and Persian Gulf Region During a Long Eighteenth Century,” <i>Journal of World History</i> 12/2 (Fall 2001): 293–319.</p>	
<b>November 20</b>	<b>4 p.m., in box outside my office</b>	<b>PAPER #2 DUE</b>
November 23	<p>Dutch Colonialism in South &amp; Southeast Asia</p> <p><b>Reading:</b> Social World of Batavia, Intro &amp; pp. 1–51</p>	
November 25	<b>Thanksgiving Holiday</b>	
November 30	<p>The Colonial Society of Batavia &amp; its Transformation</p> <p><b>Reading:</b> Social World of Batavia, 52–134</p>	
December 2	<p>Extensions &amp; Challenges to Mughal Authority</p> <p><b>Reading:</b> Asher &amp; Talbot, 225–255</p> <p>*Possible additional reading TBA</p>	

December 7	<p>Shifting Economic and Political Equations &amp; Establishment of British Territorial Authority</p> <p><b>Reading:</b> Asher &amp; Talbot, 256–291  * C.A. Bayly, “The Indigenous Origins of the Colonial Economy,” in <i>Rulers, Townsmen &amp; Bazaars: North Indian Society in the Age of Imperial Expansion, 1770–1870</i> (Cambridge University Press, 1988), pp. 229–262.</p>	
December 9	<p>Conclusions: Trajectories of Integrated and Diverging Worlds</p> <p><b>Readings:</b> T.B.A.</p>	<p><b>TAKE-HOME  FINAL EXAM  HANDED OUT</b></p>
December 11	<p><b>4 p.m.</b></p>	<p><b>FINAL EXAM DUE</b></p>