

Provisional syllabus subject to change.

HH4011: Slavery and Forced Labour in the Indian Ocean World Provisional Syllabus

Note: This provisional syllabus is subject to change.

Course Coordinator	Jessica Hinchy
Course Code	HH4011
Pre-requisites	HH1001 What is History
No of AUs	4
Contact Hours	4 (Seminar: 52 hours)

Course Aims
HH4011 will introduce you to the history of slavery and forced labour in the Indian Ocean region (which encompasses East Africa, the Middle East, South Asia, and Southeast Asia) in the early modern and modern periods. By examining slavery and forced labour, you will deepen your knowledge of the social organisation and political structures of Indian Ocean societies and analyse historical transnational connections within and beyond the region. Examining the everyday lives of slaves will also build your understanding of the history of marginalised communities in Indian Ocean societies. In this course, you will evaluate and apply theoretical and historical perspectives on: concepts of slavery and freedom; identity formation; historical memory; and methodological issues associated with the history of marginalised groups. Through HH4011, you will also develop your skills in analysing and interpreting a range of primary sources, including textual and visual sources.
Intended Learning Outcomes (ILO)
By the end of this course, you (as a student) will be able to: <ol style="list-style-type: none">1. Compare and contrast the major historical approaches to, and theories of, slavery and forced labour.2. Collect and synthesise large quantities of historical evidence drawn from original primary source research, as well as secondary source research.3. Analyse and interpret primary source materials, by appraising the historical context, production, circulation, author and audience of historical documents.4. Develop novel ways of conceptualising and explaining the history of slavery and forced labour.5. Orally present historical ideas and evidence in creative ways using a variety of media.
Course Content
This course examines diverse types of slavery across the Indian Ocean from the sixteenth to the early twentieth centuries. The emphasis in this course is on the everyday lives of slaves of various social statuses, from powerful slave concubines and slave soldiers, to the drudgery of domestic and agrarian slavery. We will consider issues of identity, community and memory—in particular the efforts of slaves who were separated from their origins to form new communities and identities—and look at instances of slave resistance and rebellion. The latter part of the course turns to abolitionism in the Indian Ocean and the aftermath of the prohibition of the slave trade. We will see that colonial discourses surrounding

slavery were highly ambiguous and examine whether new forms of colonial forced labour, like indentured labour, represented new forms of slavery. We will also explore global discussions of 'modern day slavery' that have intensified since the early 2000s and critically analyse the continuities between historical and present-day forms of forced labour and bondage.

Assessment (includes both continuous and summative assessment)

Component	Weighting	Team/Individual
1. Participation	15%	Individual
2. Class activity	10%	Team
3. Research proposal	10%	Individual
4. Major essay	45%	Individual
5. Take-home test	20%	Individual

Assessment Component 1, Participation - 15%:

In-class discussion will be an important means by which you will learn from your peers and build important skills, including: constructing convincing arguments; analysing primary and secondary sources; and verbal communication. As such, your contribution to discussion in class will be assessed. It is not enough to merely turn up to class; rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

Your individual contribution to your group's class activity (component 2) will also contribute to your mark for participation. Moreover, your involvement in class activities organised by other groups will also impact upon your participation mark. I expect you to be as engaged during student-led activities as you are during the rest of the class.

Assessment Component 2, Class activity - 10% (team work):

This assignment is designed to deepen your skills in oral communication and in presenting history in creative ways. It is also designed to encourage you to learn from your peers.

You and your group will choose one week in which to organise a class activity of no more than 40 minutes on 1-2 primary sources (either written, visual or audio). Examples of visual primary sources include paintings, drawings, prints, photographs, cartoons and posters, among others. Written primary sources include newspaper articles, memoirs, travel accounts, government records, and missionary accounts, among others.

You are required to lead the class in analysing and discussing the visual primary source. The activity that you organise is up to you. The class activity will be assessed on the level of creativity in the design of the activity and the learning outcome for students. Specifically, you should design the activity to: a) deepen your fellow students' skills in analysing visual primary sources; and b) deepen their understanding of slavery or forced labour, at either/both an empirical or conceptual level.

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You should provide the class with background on the historical context of the primary sources. The way you deliver this background is up to you. You may deliver a short lecture, but this should be absolutely no more than 15 minutes long. You will be marked on how informative, engaging and creative the presentation of background material is.

In the remaining time, you will lead the students in discussion and interaction through a class activity. As stated above, this activity should be creative and engaging and should be designed to facilitate students' examination of the primary source and critical analysis of slavery and forced labour.

When planning your activity, keep in mind that the following are very important to primary source analysis:

- a) Analysing the primary source in its historical context: How did the political, economic and social context shape the ideas and arguments expressed in the primary source, or the language or images used?
- b) Providing an analysis of the author of the text: What social background does the author come from? What is the primary viewpoint or agenda of the author? For instance, what particular ideological, political, economic, social or religious perspective do they bring to the subject? How does this shape the primary source account?
- c) Providing an analysis of the audience of the text: Who does the text address? How does the author try to appeal to this audience? How does this shape the arguments and representations made in the text?

Assessment Component 3, Proposal - 10%:

Developing a research question is a key skill required for historical research. As such, in your major essay you will be required to develop your own research project and write your own essay question. This assignment will prepare you for your major essay assignment by giving you the chance to receive feedback on your project.

The assignment has two sections:

Part one: Proposal (400 words)

In this part of the assignment you need to do two things. First, explain your essay question. After stating your question, explain why it addresses an issue of historical significance and give a *brief* explanation of the scope of the essay (i.e. time period, geographical focus, etc.). Second, your research proposal will outline your preliminary argument based on the conclusions you have drawn from your research thus far. This second aspect of the research proposal—in which you outline your preliminary argument—should be the focus of the proposal and take up the majority of the 400 words. Excellent proposals will also note how your preliminary argument relates to the arguments of other historians who have studied your subject.

Part two: Annotated bibliography (3-4 sentences per source)

This section takes the form of an annotated bibliography, that is, a list of sources with an annotation following each source explaining why the source is relevant to your essay. The purpose of the annotated bibliography is to help you prioritise your time by reading the most relevant sources and to demonstrate the extent of your research thus far. The annotated bibliography should include TEN sources, at least TWO of which should be primary sources. An annotation of 3-4 sentence should be

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included following each referenced source. This annotation should not only state what the source is about, but also explain why it is relevant to your research. The sources should be properly referenced in the Chicago style outlined in the course style guide. 3-10% will be deducted for incorrect referencing style. You are expected to have read all of the sources referenced (at least in part). It will be quite obvious from the annotations if you haven't read much or any of the sources you include.

Assessment Component 4, Major essay - 45%:

The major essay should be a polished piece of writing that demonstrates your skill in research and critical analysis. The research essay should include interpretation of several primary sources. Your essay should also position your argument in relation to the approaches that various scholars have taken to the study of slavery in the Indian Ocean. Excellent essays will develop novel ways of conceptualising and explaining the history of slavery and forced labour. You are required to devise your own research question for the major essay (see proposal above). The essay question should be included at the beginning of the essay as a heading or on a title page. Please use the Chicago referencing style (outlined in the Course Style Guide). 3-10% will be deducted for incorrect referencing style.

Assessment Component 5, Take-home test - 20%:

In the first exam week, you will be given 3 full days to complete a take-home test. The test will be in essay format. You will be given three questions and will have to answer ALL THREE questions. The essay-format test will examine your understanding of the arguments of the assigned readings and the content of the course. It will assess your ability to critically analyse connections between different case studies and to compare and contrast various approaches to the study of slavery and forced labour. Moreover, the test will examine your ability to articulate compelling and novel arguments.

Formative feedback

You will receive formative feedback through:

1. Verbal feedback on your participation in class discussions (component 1) throughout the course of the semester;
2. Written feedback on assignment components 2, 3, 4 and 5.

Course Instructors

Instructor	Office Location	Phone	Email
Jessica Hinchy	HSS-05-18	(+65)65921781	jhinchy@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	Readings/ Activities
1	Introduction	No readings; intro lecture; seminar discussions
2	No class	Week 3 preparation worksheet
3	What is slavery?	Campbell (2004), Miers and Miller readings; seminar discussions; primary source activity

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4	Systems of slavery	Reid, Eaton (2006) and Cooper readings; seminar discussions; primary source activity; student-led class activity
5	The diverse work of slaves	Warren, Sreenivasan and Rockel readings; seminar discussions; primary source activity; student-led class activity
6	Networks of slavery	Ewald, Machado and Allen (2010) readings; seminar discussions; primary source activity; student-led class activity
7	Slavery, gender and the household	Chatterjee (1999), Andaya, Vatuk and Finn readings; seminar discussions; primary source activity; student-led class activity
8	Slaves shaping their lives: From resistance to adaptation	Chatterjee (2000), Larson, and Jones readings; seminar discussions; primary source activity; student-led class activity
9	No class	Essay writing week
10	The ambiguities of abolitionism	Chatterjee (2005), Leow, and Salman readings; seminar discussions; primary source activity; student-led class activity
11	Convict transportation	Yang, Ward and Anderson (1999) readings; seminar discussions; primary source activity; student-led class activity
12	Indentured and 'coolie' labour	Anderson (2009), Allen (2014) and Duncan readings; seminar discussions; primary source activity; student-led class activity
13	Contemporary slavery	Murphy, Hoskins and Guerin readings; seminar discussions; primary source activity; student-led class activity

Reading and References

Texts are subject to change.

- Allen, Richard B. 'Satisfying the "Want for Labouring People": European Slave Trading in the Indian Ocean, 1500-1850.' *Journal of World History* 21, no. 1 (2010): 43-73.
- Allen, Richard B. 'Slaves, Convicts, Abolitionism and the Global Origins of the Post-Emancipation Indentured Labour System.' *Slavery & Abolition* 35, no. 2 (2014): 328-48.
- Andaya, Barbara Watson. 'From Temporary Wife to Prostitute: Sexuality and Economic Change in Early Modern Southeast Asia.' *Journal of Women's History* 9, no. 4 (1998): 11-34.
- Anderson, Clare. 'Convicts and Coolies: Rethinking Indentured Labour in the Nineteenth Century.' *Slavery & Abolition* 30, no. 1 (2009): 93-109.
- Anderson, Clare. 'Unfree labour and its discontents: Transportation from Mauritius to Australia, 1825-1845.' *Australian Studies* 13, no. 1 (1999): 116-133.
- Aung Thwin, M. 'Athi, Kyun-Taw, Hpaya-Kyun: Varieties of Commendation and Dependence in Pre-Colonial Burma.' In *Slavery, Bondage & Dependency in Southeast Asia*, ed. Anthony Reid, 65-89. Brisbane: University of Queensland Press, 1983.
- Campbell, Gwyn. 'Introduction: Slavery and other forms of Unfree Labour in the Indian Ocean World.' In *Structure of Slavery in Indian Ocean Africa and Asia*, ed. Gwyn Campbell, vii-xxxii. London: Frank Cass, 2004.
- Chatterjee, Indrani. 'A Slave's Quest for Selfhood in Eighteenth-Century Hindustan.' *Indian Economic and Social History Review* 37, no. 1 (2000): 53-86.
- Chatterjee, Indrani. 'Abolition by Denial: The South Asian Example.' In *Abolition and Its Aftermath in the Indian Ocean Africa and Asia*, ed. Gwyn Campbell, 150-68. Abingdon, Oxon: Routledge: 2005.

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- Cooper, Frederick. 'Islam and Cultural Hegemony: The Ideology of Slaveowners on the East African Coast.' In *The Ideology of Slavery in Africa*, ed. Paul E. Lovejoy, 270-307. Beverly Hills: Sage Publications, 1981.
- Duncan, James S. *In the Shadows of the Tropics: Climate, Race and Biopower in Nineteenth Century Ceylon* (Ashgate, 2007), chapter 4.
- Eaton, Richard M. 'Introduction.' In *Slavery & South Asian History*, edited by Indrani Chatterjee and Richard M. Eaton, 1-16. Bloomington: Indiana University Press, 2006.
- Eaton, Richard M. *A Social History of the Deccan, 1300-1761*. Cambridge: Cambridge University Press, 2005, chapter 5, 'Malik Ambar (1548-1626): The Rise and Fall of Military Slavery.'
- Ewald, Janet J. 'Crossers of the Sea: Slaves, Freedmen, and other Migrants in the Northwestern Indian Ocean, c. 1750-1914.' *The American Historical Review* 105, no. 1 (2000): 69-91.
- Finn, Margot. 'Slaves out of Context: Domestic Slavery and the Anglo-Indian Family, c. 1780-1830.' *Transactions of the Royal Historical Society* 19 (2009): 181-203.
- Guerin, Isabelle. 'The Political Economy of Debt Bondage in Contemporary South India.' In *Bonded Labour and Debt in the Indian Ocean World*, ed. Gwyn Campbell and Alessandro Stanziani, 119-34. London: Pickering & Chatto Publishers, 2013.
- Hoskins, Janet. 'Slaves, Brides and Other 'Gifts': Resistance, Marriage and Rank in Eastern Indonesia.' In *Slavery and Resistance in Africa and Asia*, edited by Edward Alpers, Gwyn Campbell and Michael Salman, 109-26. London: Routledge, 2005.
- Jones, Eric A. 'Fugitive Women: Slavery and Social Change in Early Modern Southeast Asia.' *Journal of Southeast Asian Studies* 38, no. 2 (2007): 215 – 245.
- Larson, Pier M. 'The Vernacular Life of the Street: Ratsitanina and Indian Ocean Créolité.' *Slavery and Abolition* 29, no. 3 (2008): 327-59.
- Leow, Rachel. "'Do you Own Non-Chinese Mui Tsai?'" Re-examining Race and Female Servitude in Malaya and Hong Kong, 1919-1939.' *Modern Asian Studies* 46, no. 6 (2012): 1736-63.
- Machado, Pedro. 'A Forgotten Corner of the Indian Ocean: Gujarati Merchants, Portuguese India and the Mozambique Slave-Trade, c.1730–1830.' In *Structure of Slavery in Indian Ocean Africa and Asia*, ed. Gwyn Campbell, 17-32. London: Frank Cass, 2004.
- Miers, Suzanne. 'Slavery: A Question of Definition.' In *Structure of Slavery in Indian Ocean Africa and Asia*, ed. Gwyn Campbell, 1-16. London: Frank Cass, 2004.
- Miller, Joseph C. 'A Theme in Variations: A Historical Schema of Slaving in the Atlantic and Indian Ocean Regions.' In *Structure of Slavery in Indian Ocean Africa and Asia*, ed. Gwyn Campbell, 169-194. London: Frank Cass, 2004.
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- Reid, Anthony. "'Closed" and "Open" Slave Systems in Pre-Colonial Southeast Asia.' In *Slavery, Bondage & Dependency in Southeast Asia*, ed. Anthony Reid, 156-81. Brisbane: University of Queensland Press, 1983.
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- Sreenivasan, Ramya. 'Drudges, Dancing Girls, Concubines: Female Slaves in Rajput Polity, 1500-1850.' In *Slavery & South Asian History*, edited by Indrani Chatterjee and Richard M. Eaton, 136-61. Bloomington, Indiana: Indiana University Press, 2006.

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Warren, James Francis. 'The Structure of Slavery in the Sulu Zone in the Late Eighteenth and Nineteenth Centuries.' In *Structure of Slavery in Indian Ocean Africa and Asia*, ed. Gwyn Campbell, 111-28. London: Frank Cass, 2004.

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