HH4011
Concubines, Slave Soldiers and Domestic Drudgery: Slavery in the Indian Ocean World

Learning Objective
Students will engage with theoretical and historical perspectives on concepts of slavery and freedom, identity formation and popular historical memory. Students will consider methodological issues associated with writing the histories of marginalised groups. Students will gain an understanding of early modern and modern Indian Ocean societies and the impacts of colonialism and modernity. This course also aims to develop in students skills in analysing and interpreting a range of primary sources, including textual and visual sources.

Content
Slavery was an important aspect of the social order and political structure of many Indian Ocean societies in the early modern and modern periods. This course examines diverse types of slavery across the Indian Ocean from the seventeenth to the early twentieth centuries. The emphasis in this course is on the everyday lives of slaves at various points in the social spectrum, 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 and convict labour, represented new forms of slavery. Analyzing slavery adds to our understanding of historical transnational links and connections within the Indian Ocean region. Moreover, examining the everyday lives of slaves will deepen students’ knowledge of the lives of marginalized groups in Indian Ocean societies.

Course Overview

<table>
<thead>
<tr>
<th>Part 1: Defining and contextualizing Indian Ocean slavery</th>
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<td>Week 1</td>
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<td>Week 2</td>
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<th>Part 2: The diversities of historical slavery</th>
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<td>Week 3</td>
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Learning Outcomes
By the end of this course students will have:

- An understanding of diverse forms of slavery in the Indian Ocean
- An understanding of conceptual questions surrounding slavery and freedom
- A knowledge of Indian Ocean societies, polities and economies in the early modern and modern periods
- An understanding of theoretical issues that arise from the analysis of marginalised peoples
- The ability to interpret a diverse range of primary sources

Student Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Group-led class activity (group assessed)</td>
<td>5%</td>
<td>To be decided</td>
</tr>
<tr>
<td>Primary source individual essay (700 words)</td>
<td>10%</td>
<td>Due Friday 5pm, one week following group-led class activity</td>
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<tr>
<td>Research proposal (400 words, plus annotations)</td>
<td>10%</td>
<td>Friday 18th September 5pm (Week 6)</td>
</tr>
<tr>
<td>Major essay (3500 words)</td>
<td>40%</td>
<td>Friday 23rd October 5pm (Week 10)</td>
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<tr>
<td>Take-home test</td>
<td>20%</td>
<td>Released Thursday 12th November 11:59pm; DUE Sunday 15th November 11:59pm (end of Week 13)</td>
</tr>
<tr>
<td>Participation in class</td>
<td>15%</td>
<td>Ongoing</td>
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Weekly themes and secondary source readings
NOTE: This is a provisional list of readings. Readings may be changed to suit students’ needs and interests throughout the semester. Students will be notified of any changes via email. Short primary source readings will also occasionally be uploaded to NTU Learn and should be read before class.

Week 1: NO CLASS DUE TO PUBLIC HOLIDAY

Week 2: What is slavery?


Week 3: Systems of slavery


Week 4: The diverse work of slaves


Optional further reading:


**Week 5: Networks of slavery**


**Week 6: NO CLASS (READING WEEK)**

**Week 7: Slavery, gender and the household**


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.


**Week 8: Slaves shaping their lives: From resistance to adaptation**


**Week 9: The ambiguities of abolitionism**


**Week 10: Convict transportation**


**Week 11: Indentured labour**


Duncan, James S. In the Shadows of the Tropics: Climate, Race and Biopower in Nineteenth Century Ceylon (Ashgate, 2007), chapter 4.

**Week 12: Contemporary slavery (and review lecture)**


**Week 13: NO CLASS (TAKE-HOME QUIZ PREPARATION)**
Before you start any assignment read this:
The ‘HH4011 Course Style Guide’

Please see the ‘HH4011 Course Style Guide’ for all matters related to the formatting and referencing of your essays. This style guide is based on the History Final Year Project style guide. Getting used to it now will assist you in your final year. (This is not an excuse for non-history students not to use it though!!)

In this course, you are required to use the *Chicago Manual of Style* referencing style. This style uses footnote references. The *Chicago Manual of Style* is available in the NTU library. An outline of the referencing style can also be found in the Course Style Guide.

Assessment

(1) Group-led class activity (5%, 30 minutes): Date to be determined in first class

Students will form groups and choose one week in which to organise a class activity of no more than 30 MINUTES total on 1-2 primary sources (either written, visual or audio). Examples of visual primary sources include paintings, drawings, prints, photographs, cartoons and posters. Written primary sources include newspaper articles, memoirs, travel accounts, government records, and missionary accounts.

The group of students is required to lead the class in analysing and discussing the visual primary source. The activity that you organise is up to you. Feel free to get creative! However, I do need to see that there is a learning outcome for the 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, at either/both an empirical or conceptual level.

Requirements:

- **Format of activity:**
  - You are required to provide the class with some background on the historical context of the image/s. You may deliver a short lecture, but this should be absolutely no more than 10 minutes.
  - You should spend the majority of the time leading the students in discussion/interaction through a class activity.

- **Deadlines:** ONE week before your allocated class you need to:
  - Email me your lecture notes for the background component and any slides, handouts or other materials you will give the students. This is so that I can fact check your information on the historical background and give you pointers/advice.
  - Upload the primary sources to Edventure so that your fellow students can prepare.
• **Word limit:** In the case of written sources, students should choose a quote of no more than 200 words.
• **Time limit:** The maximum time allotted for the activity is 30 minutes. I will stop the activity if you go over time.

**Marking of activity:** The group-led activity is assessed as a group. However, your individual contribution to the group-led activity will contribute to your individual participation mark.

(2) **Primary source individual essay (10%, 700 words): Due ONE week after group-led class activity**

Students are required to submit an essay on the primary source which they chose for their group class activity assignment, or a related primary source on the topic of that week. This component is individually assessed.

Students are required to choose a particular theme that is evident in the primary source and develop a question on that theme.

Their essay should have the following components:

a) Briefly place the primary source in historical context. What do we need to know about the political, social and economic context in order to understand this primary source?

b) Provide an analysis of the author and audience of the text. What social background does the author come from? Who does the text address? What is the primary viewpoint or agenda of the author?

c) Analyse the primary source in light of the question you have crafted. This should be the greater part of the essay.

If you wish, you may choose a textual primary source for the individual component. An excerpt of the primary source of no more than 200 words should be included in an appendix.

(3) **Research proposal (10%): Friday 18th September 5pm (Week 6)**

Students are required to submit a proposal for their major essay project in two parts.

**Part one: Proposal (400 words)**

Part one should include the following elements:

1. A statement of the research question:

For the major essay you are required to craft your own question. An essay ‘question’ is not the same as an essay ‘topic.’ The latter merely describes a subject area, whereas a research question points towards what you hope to learn from your study and/or the key issue at stake in the essay. Devising
A research question is a skill. You will need to do research on your chosen topic area before you write your research proposal in order to devise a research question. The question you outline in the research proposal does not have to be the final question and you may alter it for the major essay.

2. A brief outline of the scope and focus of the essay:

What period and region will you examine? What case studies will you examine?

3. A statement of your provisional argument and directions for further research:

What conclusions have you drawn thus far? At this stage of your research, what is your argument in response to the essay question? What aspects require further research in order for you to craft a convincing argument in your research essay?

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

The annotated bibliography should include TEN sources that you will use in your research essay, including at least ONE primary source. The bibliography should include:

1. The full citation of each source using the bibliography referencing style in the Chicago Manual of Style (see the ‘HH4011 Course Style Guide’);
2. A 3-4 sentence description of the source that explains why it is useful for your essay.

(4) Major essay (40%, 3500 words): Friday 23rd October 5pm (Week 10)

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. The major essay should be a polished piece of writing that demonstrates the student’s skill in research and critical analysis. The research essay should include interpretation of several primary sources. The student should also position their argument in relation to the approaches that various scholars have taken to the study of slavery in the Indian Ocean.

(5) Take-home test (20%): Released Thursday 12th November 11:59pm; DUE Sunday 15th November 11:59pm (end of Week 13)

In the final week of the semester, students will be given 72 hours to complete a take-home test comprised of THREE questions. Students must complete ALL questions. The purpose of this task is to assess students’ critical understanding of the course content and their ability to analyse the arguments of the course readings. In particular, this assignment will test the ability of students to make connections between different themes of the course and the arguments of various historians.
(6) Participation in class (15%): Ongoing

Since in-class discussion will be an important means by which students develop their critical thinking and communication skills, the contribution of the students to discussion in class will be assessed. It is not enough to merely turn up to class. Rather, students will be assessed on the extent to which they participate in and contribute to the class discussion. At the 4000-level, I expect students to do ALL readings and come to class prepared to analyse, discuss and debate them.

Your individual contribution to the group-led activity will also contribute considerably to your mark for participation in class. In assessing your individual contribution to the group-led activity, I will assess the way that you communicate with and engage your fellow students.

Moreover, your contribution and involvement in group-led activities organised by other groups of students will also impact upon your participation mark. I expect you to be as engaged during student-led discussion to the same level as during the rest of the class.

Plagiarism and improper citation

NTU’s academic integrity policy applies at all times. If you don't know what plagiarism is or are unclear on the details, review this module: [http://academicintegrity.ntu.edu.sg/for-students/module](http://academicintegrity.ntu.edu.sg/for-students/module).

Plagiarism occurs when an author attempts to pass off the work of another author as their own. It is a serious offence. Assignments that are plagiarised will receive a fail mark. Assignments that are improperly cited will be significantly marked down or failed.

The following are general principles for proper citation:

a) Quote sentences or phrases that you feel are particularly important or cannot be matched by paraphrasing. Every direct quote requires a reference in a footnote.

b) Paraphrasing material shows that you understand it and extensive quotes (particularly from secondary sources) are not recommended. You need to reference a source in a footnote whenever you borrow an idea, argument or piece of information from another author. If a paragraph or sentence contains material paraphrased from several different sources, you can cite multiple sources separated by semi-colons in a footnote.
Course policies

Punctuality in class: Students are expected to be punctual to class. As such, students who are more than 15 minutes late will not receive any participation marks for that class. If a student arrives more than 15 minutes late and there are serious extenuating circumstances, I may at my discretion award them participation marks. However, a late bus, a traffic jam or an accidental sleep-in are not adequate extenuating circumstances. Late students are nonetheless encouraged to attend so that they do not miss class content.

Medical certificates for missed classes: Providing a medical certificate does not mean that you will be awarded participation marks for the missed class. A medical certificate gives you the right to make up for your non-attendance in class. If you are ill and unable to attend class, you can email me your medical certificate (showing you were sick on the day of class) along with a 300-400 word discussion of the readings by the following Friday at the latest.

Word limits: 10% in excess or below the word limit is allowed on all written assignments. An essay more than 10% in excess or below the word limit will be penalised for failing to meet the requirements on essay length.

Late submission: Assignments that are submitted past the due date will be deducted 10% off the mark assigned per day that the assignment is late, down to the pass mark (40%). That is, you will not be failed merely on late submission, but there is a significant penalty per day. If you receive 65% and your assignment is 1 day late, your mark will be 55% (a 10% penalty). If you receive 60% and your assignment is 4 days late, you will receive 40% (since I do not deduct below the pass mark). It is each student’s responsibility to ensure that their assignment is properly uploaded on Edventure. If you have any issues, immediately email me your assignment and an explanation of the technical difficulty you are having so that no late penalties are deducted.

Extensions: If you require an extension please email me prior to day the assignment is due. Extensions will only be given in cases of illness (in which a student presents a medical certificate) or in serious extenuating circumstances.

A guide to further research

Journals:

The primary journal on slavery is Slavery & Abolition.

You will also find articles on slavery in the major Asian studies journals:

Modern Asian Studies
Edited books:

There are a number of edited books on slavery in the Indian Ocean. These are a good start for your research on your major essay project.


