# Unit Outline

## The Indian Ocean in World History 1: c.3000 BC – c.1500 AD

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>HT101</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>Academic Writing</td>
</tr>
</tbody>
</table>
| **Location:** | Sheridan College  
18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000 |
| **Student Workload:** | 168 hours (12 hours per week over 14 weeks)  
**Seminars** – 36 hours (3 hours per week over 12 teaching weeks)  
**Private Study** – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks) |
| **Primary Text(s):** | No prescribed text – readings only |
| **Learning Management System:** | Canvas (canvas.sheridan.edu.au) |
| **Instructor/Unit Coordinator:** | Dr Joshua Esler  
Phone: 9221-8170  
Email: jesler@sheridan.edu.au |
| **Course Coordinator:** | Mrs Christine Guyler  
Phone: 9221-8170  
Email: cguyler@sheridan.edu.au |
Introduction
Welcome to HT101, *The Indian Ocean in World History 1: c.3000 BC – c.1500 AD*. This is a survey unit in which we take a historical overview of human activity in the Indian Ocean region from ancient times through to the arrival of the Portuguese around the Cape of Good Hope. The Indian Ocean world was the birthplace of three of the world’s earliest civilizations, many of the world’s largest empires, and the major religions that have held sway over the hearts and actions of millions of people. The region serves as a fascinating setting for an introduction to the study of history in undergraduate higher education.

We begin by outlining how the history of the Indian Ocean has been written in the modern era, and discuss the region’s distinctive geographical features and how they influenced its historical development. We examine the world’s earliest civilizations (Egyptian, Sumerian, Harappan) near the shores of the Indian Ocean, and the early trade routes in luxury items which contributed to the emergence of the first “world systems”. We survey the impact of ancient empires (Persian, Greek, Roman, Sassanian, Gupta and Funan) on the coastlines of the Indian Ocean world, and the spread of religious movements (ancient temple religions, Judaism, Hinduism, Buddhism, Zoroastrianism and Christianity). We will study the rise of Islam and the transformation of the Indian Ocean into an Islamic sea, the dramatic appearance of massive Chinese treasure fleets and their equally sudden withdrawal. Woven into the course will be critical perspectives on the role of cities in Indian Ocean world history as centres of trade and targets of military conquest, the impact of missionary movements, and the migration of individual people groups across the region through history.

Through your engagement in collaborative learning forums, you will have the opportunity to make critical and scholarly contributions to the establishment of the proposed Centre for Indian Ocean Studies at Sheridan College.

Diploma of Arts Learning Outcomes
The Sheridan College Diploma of Arts has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

A Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.

Upon completing the Diploma of Arts, you will be able to:

- Demonstrate your theoretical and technical knowledge of specialised learning areas within the humanities and social sciences.
- Exercise your cognitive skills successfully to identify, analyse and synthesise information from a range of sources.
- Plan, propose and evaluate potential solutions to unpredictable problems relating to specialised learning areas within the humanities and social sciences
- Communicate your understanding of knowledge and skills relating to specialised learning areas within the humanities and social sciences to others in study and workplace learning contexts.
- Apply learned technical and creative tools from one or more specialised learning areas within the humanities and social sciences to interpret and resolve unpredictable problems in a range of theoretical and workplace scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the humanities and social sciences.
- Model self-discipline, servant leadership and respect for the dignity of individuals and groups in study and workplace learning settings.
Each unit you take in Diploma of Arts program will contribute towards the fulfilment of these broader learning outcomes.

The Indian Ocean in World History 1: c.3000 BC – c.1500 AD Learning Outcomes

Upon completion of this unit, students will be able to:

A. Describe the key geographical features of the Indian Ocean world.
B. Explain the importance of trade to the growth of maritime cities in the Indian Ocean world.
C. Outline the impact that different religious belief systems have had on the Indian Ocean world.
D. Explain the influence of migration on the development of Indian Ocean societies.
E. Critically apply evidence from primary sources and interpretations from secondary sources to demonstrate your understanding of history.
F. Construct a logical, well-researched and persuasive piece of academic writing.
G. Reference all work according to the guidelines provided in the Humanities and Social Sciences Reference Guide.

Graduate Attributes

Study does more than equip you with knowledge in a specific academic discipline. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
# Sheridan College Graduate Attributes

**College Vision Statement**
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

**College Graduate Attributes**
Sheridan College graduates will be...

## Methods of Evaluation
See unit assessment schedule for alignment with specific assessments.

### 1. Lovers of truth who:
- a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
- b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
- c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### 2. Seekers of wisdom who:
- a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
- b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
- c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### 3. Innovative thinkers who:
- a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
- b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
- c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### 4. Effective communicators who:
- a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
- b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
- c. Promote respect, hospitality and understanding towards cultures and groups.

### 5. Independent learners who:
- a. Perform tasks to the best of their own abilities and strive for a high academic standard.
- b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
- c. Take responsibility for their own learning and research.

### 6. Servant leaders who:
- a. Model respectful and ethical behaviour in team environments.
- b. Serve the local, national and global community.
- c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Academic Calendar
Diplomas are 1-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below gives you an idea of your academic program for the next year.

### SAMPLE DIPLOMA OF ARTS PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>PRE-TRIMESTER</th>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1 (24 credit points)</td>
<td>Academic Writing</td>
<td>History of the Indian Ocean World 1 (3cp)</td>
<td>Introduction to Social Research (3cp)</td>
<td>History of the Indian Ocean World 2 (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introductory Arabic 1 (3cp)</td>
<td>Extra-curricular programs and activities</td>
<td>Introductory Arabic 2 (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Macroeconomics (3cp)</td>
<td></td>
<td>Introduction to Microeconomics (3cp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Christianity (3cp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (24 credit points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the instructor will nominate an additional one (1) hour either before or after class to be available for individual student queries. The specific times will be set after discussions with the class on the first day.
**IT Resources**

The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

**Location**

The unit will be taught at Unit 18, 7 Aberdeen Street, Perth WA 6000

Time: TBA

Room: TBA

**Learning Resources**

**Primary Reading(s)**

There is no prescribed text for the unit. The assigned readings for each topic are listed below.

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**TOPIC 1: INTRODUCING MARITIME HISTORY**

The history of the Indian Ocean world is a maritime history of ocean-going travel, of trade, of interactions between peoples and empires.

**Prescribed Reading**


**Further Reading**


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**TOPIC 2: HISTORIOGRAPHY OF THE INDIAN OCEAN**

From the *longue durée* of Braudel to world systems analysis, historians have employed a range of theoretical frameworks in writing histories of the Indian Ocean world.

**Prescribed Reading**


**Further Reading**


TOPIC 3: GEOGRAPHY OF THE INDIAN OCEAN WORLD

Deep geographical structures and monsoon rhythms have shaped the development of Indian Ocean world civilisations.

Prescribed Reading

Further Reading

TOPIC 4: NAVIGATION

Advances in maritime technology made it possible for human beings to take advantage of the monsoonal rhythms and ocean currents, creating the means for developing the extensive trade networks of ancient times.

Prescribed Reading

Further Reading

TOPIC 5: FIRST CIVILIZATIONS

The Sumerians, the Egyptians and the Harappans were the first known people groups to establish significant civilisations on the Indian Ocean rim, and to engage in long-distance coastal trade.

Prescribed Reading

Further Reading

TOPIC 6: TEMPLE RELIGIONS

The birth of most of the world’s major historical religions – Judaism, the polytheistic temple religions of Egypt and Sumer, Hinduism, Buddhism, Zoroastrianism, Jainism, Christianity, Islam – have taken place amongst people groups littoral to the Indian Ocean.

Prescribed Reading
TOPIC 7: ORIGINS AND SPREAD OF NEW RELIGIONS; THE AXIAL AGE CONTROVERSY

The period from approximately 500 BC witnessed remarkable religious ferment – the birth of Zoroastrianism, Buddhism and Jainism, and the transformation of the ancient Indian Vedic religion into modern Hinduism. Philosopher Karl Jaspers has controversially described it as the “Axial Age” in human history.

Prescribed Reading


Further Reading


TOPIC 8: HELLENISTIC AND ROMAN WORLDS

Alexander’s conquest of Egypt and Persia substantially increased trade and diplomatic activity between Greece (and later Rome), and the empires, kingdoms and societies of the Indian Ocean world.

Prescribed Reading

Further Reading


IN-TRIMESTER STUDY BREAK
TOPIC 9: ORIGIN AND SPREAD OF CHRISTIANITY

The apostles of Jesus Christ preached a message of salvation, love and forgiveness which took root in urban centres amongst Jewish and God-fearing Gentile kinship networks.

Prescribed Reading

Further Reading

TOPIC 10: SOUTH AND SOUTHEAST ASIA: HINDU AND BUDDHIST EMPIRES

Influenced by Greek and Sanskrit literary cultures, South Asia witnessed a succession of powerful kingdoms and empires. At various times, the faiths of Hinduism, Jainism and Buddhism were favoured above their rivals and received sponsorship from the state. Through trade networks with the Funan kingdom of the Mekong delta, literary and religious developments in South Asia exerted a strong influence upon Southeast Asia.

Prescribed Reading

Further Reading

TOPIC 11: SASSANIAN PERSIA

Upon succeeding the Parthian Empire, the Sassanids emerged as one of the world’s great powers – a new and dangerous rival to Rome/Byzantine in the West, and the Hindu kingdoms of the Indian subcontinent. Under their rule, Zoroastrianism experienced a major revival. The Sassanid Empire represents the high point of ancient Iranian civilisation, and the last great Iranian empire before its conquest by Muslim armies.

Prescribed Reading
Daryaee, T. 2010. “Bazaars, Merchants, and Trade in Late Antique Iran.” Comparative Studies of South Asia, Africa and Middle East. 30:3. 402-409.

Further Reading
TOPIC 12: THE CHURCHES OF THE EAST

Christianity thrived in the East, with major centres in Nubia and Aksum in East Africa, Ctesiphon in Persia, Merv and Samarkand in the Oxus region, and Kerala in India.

Prescribed Reading

TOPIC 13: SOUTH ARABIA – HIMYAR AND AKSUM

On the eve of Islam, the Jewish Arabic kingdom of Himyar fought with the Christian Ethiopian kingdom of Aksum, a war that became a proxy conflict between the great powers of Byzantium and Sassanid Persia.

Prescribed Reading


Further Reading


TOPIC 14: EAST AFRICAN COAST AND AUSTRONESIAN MIGRATION

The period 100 AD and 600 AD, witnessed one of the great maritime migrations in history, as Austronesians from Southeast Asia began settling across the Indian Ocean. Generations later, the last groups reached the end point of their travels, settling on the previously uninhabited island of Madagascar.

Prescribed Reading

Further Reading

TOPIC 15: ORIGINS OF ISLAM

Born in the syncretistic Arab society of traders and warriors, Muhammad rose to become a powerful religious and military leader, preaching a new message of purity, submission to the will of Allah and jihad against non-believers.

Prescribed Reading
Further Reading

TOPIC 16: SPREAD OF ISLAM

Islam swiftly spread by the sword and by trade. In Europe, expansion north was finally checked in 732 AD by Charles Martel in France, and held at bay by Byzantium until the fall of Constantinople in 1453. However, in the East, Hindu and Buddhist empires fell in succession to Muslim armies.

Prescribed Reading

Further Reading

TOPIC 17: ISLAMIC TRADE NETWORKS

The universal ethical core of Islam proved an ideal basis for trust and interaction between peoples of distant lands. Scholars believe the success of traveling Muslim merchants subsequently led to conversions amongst local merchant populations.

Prescribed Reading

Further Reading

TOPIC 18: TRAVELLERS OF THE INDIAN OCEAN WORLD

The letters of Abrahim bi Yiju, and the travel journals of Ibn Jubayr, Ibn Sina, Ibn Battuta and Marco Polo provide fascinating insights into the Indian Ocean world during the medieval period.

Prescribed Reading

Further Reading
TOPIC 19: THE SLAVE TRADE AND THE EAST AFRICAN DIASPORA

The Indian Ocean slave trade network was more extensive, and lasted centuries longer, than the cross-Atlantic trade exploited by settlers of the Americas.

Prescribed Reading

Further Reading


TOPIC 20: THE COLLAPSE OF CHRISTIANITY IN ASIA

Around 1200 AD the Great Tribulation began, with Muslim rulers almost completely obliterating Christianity from the Indian Ocean World. By the end of this period, only small groups of Christians could still be found in Egypt, the Levant and India.

Prescribed Reading

TOPIC 21: THE CHINESE INTERLUDE

Chinese goods had been traded since Roman times. However, in the early part of the Ming Dynasty, huge treasure fleets, captained by the eunuch Zheng He, awed and intimidated ports across the Indian Ocean. Just as quickly, they were gone.

Prescribed Reading

Further Reading

TOPIC 22: THE INDIAN OCEAN REGION ON THE EVE OF THE EUROPEANS

No prescribed readings

Supplementary Reading(s)
In addition to the many resources listed above, you may find some of the texts listed below useful for additional explanation and for assistance in writing essays. Copies of these texts have been placed in the Reserve Section of the Sheridan College Library.


http://www.indianoceanhistory.org/
Indian Ocean World Centre
http://www.indianoceanworldcentre.com/
Sasanika: Late Antique Iran Project
http://sasanika.org

Students can also find relevant journal articles in the following journals:

- African Historical Review
- American Historical Review
- Australian Historical Studies
- Comparative Studies of South Asia, Africa and the Middle East
- Early Christianity
- East Asian History
- Emigration Studies
- Historical Review
- Historical Studies
- History Today
- International Journal of Maritime History
- Indian Ocean Studies: Cultural, Social and Political Perspectives
- Islamic History and Civilization
- Journal for Maritime Research
- Journal of African History
- Journal of Ancient Christianity
- Journal of Ancient Civilizations
- Journal of Asian History
- Journal of The Economic and Social History of the Orient
- Journal of Global History
In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

**Cunningham Library**
Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


**Aberdeen Street Campus Reserve Collection**
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.
Public Libraries
You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines.

Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

- VOCEdplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals)

Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Edith Cowan University: $88 ($22 with concession)  
- Curtin University: ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
- Murdoch University: ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40)  
- UWA http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.
Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning Forums</td>
<td>40%</td>
<td>Weeks 2, 4, 6, 8, 11</td>
<td>A, B, C, D, E, G</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
<td>Week 5, Friday, 5pm</td>
<td>B, C, D, E, F, G</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>Research Essay</td>
<td>40%</td>
<td>Week 13, Friday, 5pm</td>
<td>A, B, C, D, E, F, G</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

Explanation of Assessments

Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes for the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments to satisfy the unit requirements.

1. Collaborative Learning Forums

There will be five Collaborative Learning forums during the unit.

You will be organised into groups by the lecturer at the first lecture. If enrolment numbers permit, the groups will be shuffled at the end of each week, so that you have an opportunity to work with different students during the course. The unit coordinator will post the listing of any reshuffled groups each Monday at the start of the new week.

The research focus for the faculty in 2015 is on cities in the Indian Ocean world. One city from each era will come under specific attention from researchers. The chosen cities are:

- Week 2 - Dilmun
- Week 4 - Alexandria
- Week 6 - Siraf
- Week 8 - Cambay
- Week 11 - Zanzibar

As a collaborative group, your goal will be to locate, interpret and employ historical sources that will assist the Centre in building a profile of the lives of the city’s inhabitants during the era in which the city flourished. Each member of the group is free to nominate a particular aspect of city life to be the focus of their summary. Possible choices include: political structures, religious life, commodities, trading partners, distribution of wealth, social organisation, gender relations, architecture, technology, education, health and medicine, or art and literature, among others.

In the course of your research, you should expect to come across material that will assist your classmates. You can pass on that evidence via individual discussion pages that you set up yourselves, or through your Canvas inbox – the emphasis being, of course, on showing evidence of healthy collaboration amongst group members. Please be prompt, friendly and helpful in all your communication with members of your group.

The first formal posting will be due on Thursday that week. Posts should be 200-300 words in length, and will summarise the research findings that address the aspect of city life which you have chosen to research. All sources must be referenced. You may also upload files containing maps, images, media or any other supporting evidence. You can review some sample posts on the Canvas site if you are looking for ideas on how to structure a post.

This is a collaborative research project in which the whole of the Humanities and Social Sciences department is engaged. Hence, (if you ask nicely!) members of the faculty may be able to assist...
you with the translation of primary sources. Rev Dr Audisho, for example, is fluent in Arabic, Aramaic, Kurdish, and Armenian, Mrs Wong is fluent in Mandarin Chinese and Japanese, and Mrs Guyler might be able to help you out with Bahasa Indonesian. Lecturers will not do your research for you! However, if you have judiciously selected some interesting sources, they may be available for translation work.

You are also required to respond to at least two postings from other students. These might be students in your group, or students from another group. Your response will be a short posting of 50-100 words and should engage with the content of your classmate’s post, for example, a critical review of their source material or a knowledge connection to your own reading and research. The course coordinator will be looking to see if you have added any value to the original post.

**Example Weekly Timeline:**

- **Monday morning:** Unit Coordinator posts group listings on Canvas
- **Thursday midnight:** Initial post from each student due.
- **Sunday midnight:** Students complete evaluation of classmates’ posts

You will be marked each week on your initial post and your response. At the end of Week 13, the Unit Coordinator will select your best four results from the five forums to make up your final mark for this assessment.

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Primary Sources</td>
<td>No evidence of primary sources</td>
<td>Limited evidence of primary sources</td>
<td>Uses primary sources</td>
<td>Effective use of primary sources</td>
<td>Use of relevant sources, translated original documents, original archival research</td>
</tr>
<tr>
<td>Engagement with Contemporary Scholarship</td>
<td>No evidence of engagement with scholarly viewpoints</td>
<td>Shows awareness of relevant scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a wide range of scholarly viewpoints</td>
</tr>
<tr>
<td>Promptness and Initiative</td>
<td>Rarely participates without prompting, or does not post initial post</td>
<td>Posts only initial post and shows minimal interaction</td>
<td>Engages freely in forum discussions during the week</td>
<td>Engages appropriately and promptly in forum discussions during the week</td>
<td>Fully engages throughout the week in forum discussions; interacts in a timely manner</td>
</tr>
<tr>
<td>Contribution to the Learning Community</td>
<td>Zero or engagement with the topic; no evidence of ability to lead discussions</td>
<td>Attempts to engage with the topic and lead discussions</td>
<td>Engages with the topic and dialogue with classmates; occasionally attempts to lead discussion</td>
<td>Demonstrates ability to engage with topic, dialogue with classmates and lead forum discussions</td>
<td>Demonstrates pronounced ability to engage with the topic, dialogue with classmates and lead forum discussions</td>
</tr>
<tr>
<td>Civility</td>
<td>Makes uncivil comments while posting</td>
<td>Civil in postings</td>
<td>Civil in postings and offers positive and constructive feedback</td>
<td>Always civil and consistently offers positive and constructive feedback</td>
<td>Always civil, and consistently offers positive and constructive feedback to all participants</td>
</tr>
</tbody>
</table>
2. Annotated Bibliography
You will prepare a 1000-word annotated bibliography from a topic chosen from a list of 8 topics handed out by the unit coordinator in week 1. The topics will be derived from the following broad areas of the course:

- Influence of geography on Indian Ocean world *
- The role of cities in the Indian Ocean *
- The Axial Age
- Historical perspectives of prescribed course texts
- Historical impact of a religion on the region

* Students who have completed an assignment on this topic in HT102 are not permitted to write on this same topic for this unit.

In the Academic Writing class you took at the beginning of your diploma, you will have been taught how to write an annotated bibliography, and can use the notes from this unit to assist with completing this assignment. For further resources, visit the following link from the University of New South Wales, https://student.unsw.edu.au/annotated-bibliography.

You are welcome to review any relevant books or journals in the optional or supplementary reading lists found in this unit outline. However, students who can locate and evaluate quality and relevant sources beyond the unit reading list will be rewarded for their efforts.

3. Research Essay
You will prepare a 2000 word essay on the topic you selected from for your annotated bibliography.

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the Main Issues/Problems</td>
<td>Has not grasped the issues in this assignment</td>
<td>Evidences a basic grasp of the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Evidences a grasp of the issues in this assignment</td>
<td>Evidences a sound grasp of the issues in this assignment</td>
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<tr>
<td>Analysis of the Issues</td>
<td>No analysis or engagement of the issues</td>
<td>Attempts to engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this assignment</td>
<td>Demonstrates ability to engage with the issues in this assignment</td>
<td>Demonstrates pronounced ability to engage with the issues in this assignment</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
<td>No evidence of engagement with scholarly viewpoints</td>
<td>Shows awareness of relevant scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a wide range of scholarly viewpoints</td>
</tr>
<tr>
<td>Organisation and Coherence</td>
<td>No recognisable organisation; lacks transitions and coherence.</td>
<td>Attempts to organise logical arguments and a present a coherent structure</td>
<td>Engages in the organisation of logical arguments. Paragraphs may lack internal coherence.</td>
<td>Demonstrates ability to organise logical arguments and coherent paragraph transitions</td>
<td>Demonstrates pronounced ability to organise logical arguments. Reasonably sophisticated transitional sentences.</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Poor spelling and grammar characterize the work</td>
<td>Many errors in spelling and grammar evidenced in paper</td>
<td>Some grammatical or spelling errors evidenced in the paper</td>
<td>Few grammatical or spelling errors are noted in paper</td>
<td>Consistently uses correct grammar with rare misspellings</td>
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</tbody>
</table>
Guidelines for Written Assignments
These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation
- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity
- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your instructor will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy can be found at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style has been posted on Canvas.

Submission
- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your instructor before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.
- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.
- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation
- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at comparable higher education institutions.
# Unit Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>PRESCRIBED READINGS</th>
<th>CITY FOCUS</th>
<th>ASSESSMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>1. Studying maritime history</td>
<td>Pearson, 1-12; 27-45</td>
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<tr>
<td></td>
<td>2. Historiography of the Indian Ocean World</td>
<td>Chaudhuri, 1-33</td>
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<tr>
<td>2</td>
<td>3. Geography of the Indian Ocean World; monsoons and currents</td>
<td>Alpers, 1-18</td>
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<td>Dilmun</td>
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<td></td>
<td>4. Navigation of the ocean</td>
<td>Sheriff, 79-130</td>
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<td>Collaborative Forum</td>
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<tr>
<td>3</td>
<td>5. ANCIENT WORLDS (3000 BC–622 AD)</td>
<td>Alpers, 19-40</td>
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<td>4</td>
<td>6. First civilizations: Sumer, Egypt, Harappan</td>
<td>Stark, 64-111</td>
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<td>Alexandria</td>
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<td></td>
<td>7. Origins and spread of new religions</td>
<td>Stark, 210-247; Provan, 7-39; Taylor, 30-46</td>
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<td>Collaborative Forum</td>
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<td></td>
<td>8. Hellenistic &amp; Roman trade</td>
<td>Sheriff, 131-150</td>
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<td>5</td>
<td>In-Trimester Study Week</td>
<td></td>
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<td>6</td>
<td>9. Origin and spread of Christianity</td>
<td>Stark, 282-338</td>
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<td>Annotated Bibliography</td>
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<tr>
<td></td>
<td>10. South and Southeast Asian empires</td>
<td>Hall, 81-106; Liu, 42-61</td>
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<td>7</td>
<td>11. Sassanian Iran</td>
<td>Daryae, 402-409; Sheriff, 151-170</td>
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<td>Siraf</td>
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<td></td>
<td>12. The Churches of the East</td>
<td>Jenkins, 45-96</td>
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<td>Collaborative Forum</td>
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<td>8</td>
<td>13. South Arabia – Himyar and Aksum</td>
<td>Hoyland, 36-57; Schippman, 79-86</td>
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<td>9</td>
<td>ISLAMIC OCEAN (622 AD–c.1500 AD)</td>
<td>Stark, 339-382</td>
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<td>Cambay</td>
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<td>15. Origins of Islam</td>
<td>Alpers, 40-68</td>
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<td>Collaborative Forum</td>
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<td>16. Spread of Islam</td>
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<td>17. Islamic trade networks</td>
<td>Beaujard, 411-465</td>
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<td></td>
<td>18. Travellers of the Indian Ocean world</td>
<td>Gordon, any chapter</td>
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<td>10</td>
<td>19. The slave trade and the East African diaspora</td>
<td>Campbell, 123-150</td>
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<td>Zanzibar</td>
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<td></td>
<td>20. The Collapse of Christianity</td>
<td>Jenkins, 97-138</td>
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<td>Collaborative Forum</td>
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<td>11</td>
<td>21. The Chinese: Ming Dynasty interlude</td>
<td>Sheriff, 291-316</td>
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<td>12</td>
<td>22. The Indian Ocean world on the eve of the Europeans (c.1500)</td>
<td>No prescribed readings</td>
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<td>13</td>
<td>Pre-Exam Study Week</td>
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<td>14</td>
<td>Essay</td>
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<td>Research Essay</td>
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