# Unit Outline

**THE INDIAN OCEAN IN WORLD HISTORY 2: c.1500 AD TO 2001**

<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. Students will benefit from taking History of the Indian Ocean World 1: c.3000 BC – c.1500 AD</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Sheridan College 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
</tr>
</tbody>
</table>
| **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.1500 to 2001. This is a survey unit which will provide an historical overview of human activity in the Indian Ocean region from the arrival of the Portuguese around the Cape of Good Hope c.1500 AD to the September 11th 2001 terror attacks on New York. Students taking this unit will benefit from having completed HT101, although it is not a required pre-requisite.

In this unit, we begin by revisiting how the history of the Indian Ocean has been written in the modern era, and discuss the region’s distinctive geographical features and their influence on its historical development. While the topics and readings are broadly organised chronologically, woven into the course will be critical perspectives on the role of cities in Indian Ocean world history as centres of trade and targets for 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 during the unit, 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 various 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 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 various 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 2: c.1500 AD to 2001 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 in the modern era.
D. Explain the influence of diaspora communities on the development of the modern Indian Ocean World economy.
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 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...

### Sheridan College Graduate Attributes

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
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</thead>
<tbody>
<tr>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
</tr>
<tr>
<td>Projects</td>
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<tr>
<td>Tests &amp; Exams</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
</tr>
</tbody>
</table>

#### ... love truth...

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.

#### ... seek wisdom...

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.

#### ... embrace innovation...

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.

#### ... and become instruments of peace in the world.

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.

<table>
<thead>
<tr>
<th>SAMPLE DIP.A. PROGRAM</th>
<th>PRE-TRIMESTER</th>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1</strong> (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><strong>TOTAL</strong> (24 credit points)</td>
<td></td>
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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.

TOPIC 1: REVISITING INDIAN OCEAN HISTORIOGRAPHY
Re-examining the approaches that modern historians have taken in writing the history of the Indian Ocean.

Prescribed Reading

Further Reading

TOPIC 2: THE INDIAN OCEAN WORLD IN 1500 AD
On the eve of European arrival by sea, the Indian Ocean world was largely an Islamic lake. The Ottoman Empire was rising in the West, Muslim and Hindu armies were battling in central India, and the last Hindu kingdoms of Southeast Asia would soon fall to their converted Muslim neighbours. The fabulous Ming dynasty expeditions were a childhood memory for the region’s oldest inhabitants, and the aboriginals of Australia, living as they had for thousands of years, played little role in the broader Indian Ocean economy.
TOPIC 3: THE PORTUGUESE

Vasco da Gama’s violent arrival in the Indian Ocean world heralded the beginning of the European era. The superior naval vessels and weaponry of the Portuguese allowed subsequent expeditions to establish a string of military outposts and trading centres around the Indian Ocean region. Through conquests, purchases and treaties with local kingdoms, Portugal took control of trade between Asia and Europe, bringing great wealth to the country.

Prescribed Reading

Further Reading


TOPIC 4: THE DUTCH

The Dutch Republic’s war for independence from Spain spilled over into the Indian Ocean world. The Dutch government granted the Dutch East India Company (VOC) a charter with powers to raise armies, build military outposts and sign treaties with Indian Ocean states. The VOC proceeded to capture Portuguese outposts in South and Southeast Asia and seized control of the spice trade. Dutch settlers also founded the Cape Colony in southern Africa, and Dutch explorers mapped parts of the Australian coast.

Prescribed Reading

Further Reading

TOPIC 5: ARMENIAN NEW JULFA TRADE NETWORKS

Substantial Armenian expatriate communities were already thriving in the West when, during a war with the Ottoman Empire, the Safavid monarch, Shah Abbas I, relocated over 150,000 Armenians from Old Julfa to Isfahan in central Persia. The Armenian refugees quickly established New Julfa as a vibrant trading network operating throughout the Indian Ocean region and into East Asia.

Prescribed Reading
Further Reading


**TOPIC 6: THE SWAHILI COAST**

The coastal communities of Eastern Africa were active participants in Indian Ocean trade networks. Testimony to their integration into the Indian Ocean economy is the Swahili language, which has become a lingua franca in East Africa. Though Bantu in origin, it evolved through contact with Muslim merchants over several centuries and has been heavily influenced by Arabic.

**Prescribed Reading**


**Further Reading**


**TOPIC 7: THE BRITISH**

The British East India Company, and later the British Empire, succeeded in dominating the Indian subcontinent. Together with colonies and protectorates from South Africa, East Africa, Egypt, Aden, Malaysia, Singapore and Australia, the Indian Ocean became a British lake in the nineteenth century.

**Prescribed Reading**


**Further Reading**


**TOPIC 8: ABOLITION AND THE INDIAN OCEAN SLAVE TRADE**

As the Royal Navy enforced Britain’s ban on the global slave trade, slave traders and owners were forced to develop new systems of exploitation to profit from human trafficking and exploitation.

**Prescribed Reading**


Further Reading


IN-TRIMESTER STUDY BREAK

TOPIC 9: CHRISTIAN MISSIONARY ACTIVITY

While Catholic missionaries had been active in the Indian Ocean region for more than three centuries, the new Protestant churches had shown little interest in overseas mission. That changed when English Baptist pastor, William Carey, “the father of modern mission”, moved to India to bring the Christian gospel to the “Hindoo”.

Prescribed Reading


Further Reading


TOPIC 10: WAHHABISM AND THE HOUSE OF SAUD

An alliance between the Islamic preacher Ibn ‘Abd al-Wahhab and the House of Saud created modern Saudi Arabia, and provided an early modern theoretical foundation for contemporary Islamist movements.

Prescribed Reading

Further Reading


TOPIC 11: AUSTRALIA AND THE INDIAN OCEAN ECONOMY

British settlement of the Australian continent witnessed the decimation of its aboriginal people, the establishment of a new European diaspora on the edge of the Indian Ocean world, and the integration of the continent with global trade networks.

Prescribed Reading


Further Reading


TOPIC 12: THE INDIAN DIASPORA

Between 1830 and 1930, it is estimated that almost than 30 million Indians travelled overseas, and about 24 million returned. The “circular migration” of the Indian diaspora had an important commercial impact upon the Indian Ocean world.

Prescribed Reading

Further Reading

TOPIC 13: THE SUEZ CANAL, STEAMSHIPS AND THE DISCOVERY OF OIL

Key technological and engineering developments in the late nineteenth and early twentieth centuries helped usher in the modern maritime era. The completion of the Suez Canal in 1869 and the construction of powerful new steamships helped bring an end to clipper ships. The discovery of oil in Iran in 1907 transformed the geopolitical importance of the Middle East.

Prescribed Reading


Further Reading

TOPIC 14: THE HADRAMI DIASPORA

Hadhramaut in southern Arabia long had a strong seafaring tradition. However, the opening of the Suez Canal sparked a significant diaspora movement, with thriving Hadrami communities established in Ethiopia, Sudan and Southeast Asia.

Prescribed Reading

Further Reading


TOPIC 15: WORLD WAR I AND NATIONALISM

When competition between Europe’s imperialist powers exploded into the First World War, European colonies in the Indian Ocean world played important roles in supporting the war effort. However, the war also stoked nationalist tempers.

Prescribed Reading

Further Reading


TOPIC 16: WORLD WAR 2, THE JAPANESE, AND THE FALL OF SINGAPORE

The Japanese conquests of Singapore and Batavia demonstrated to the Indian Ocean world that European hegemony over the region was at an end.

Prescribed Reading


Further Reading


TOPIC 17: DECOLONISATION – THE DUTCH EXIT

During World War II, the Japanese had encouraged nationalist feelings in Indonesia and appointed Indonesians to administrative positions. Dutch attempts to re-establish control over Indonesia after
the war were resisted by Indonesian nationalists, as well as Australia and other nations, leading to independence in 1949.

Prescribed Reading

Further Reading

TOPIC 18: DECOLONISATION – THE BRITISH EXIT

Bankrupted by World War II and under pressure from the United States, the British began the process of dismantling their own empire. However, in many cases, events outpaced the British timetable for independence, with violent results.

Prescribed Reading

Further Reading

TOPIC 19: SUPERPOWER RIVALRY IN THE INDIAN OCEAN

At the end of World War II, the US navy was the unchallenged power in the region, and a new relationship with the Saudi monarchy had provided for the USA's long-term energy security. However, its hegemony would be challenged by the arrival of Soviet advisors and naval vessels.

Prescribed Reading

Further Reading

TOPIC 20: THE THIRD WORLD

The post-colonial era in the Indian Ocean World witnessed the new nation-states struggling with internal governance and economic development, while attempting to chart a cooperative path independent of Western or Soviet interference.

Prescribed Reading

Further Reading


**TOPIC 21: THE COLLAPSE OF THE SOVIET UNION AND THE “NEW WORLD ORDER”**

The collapse of the Soviet Union, following eight years of fighting in Afghanistan, a moribund economy and a restive population, led to the hope that liberal democracy would triumph around the world. Optimists were soon disappointed by developments in the Indian Ocean world.

**Prescribed Reading**

**Further Reading**

**TOPIC 22: THE END OF APARTHEID AND THE MODERN SOUTH AFRICAN DIASPORA**

The release of Nelson Mandela by FW De Klerk, and the triumph of the African National Congress closed the era of white rule in South Africa. However, subsequent governance problems in both South Africa and Zimbabwe led to an exodus of whites from Southern Africa, with Perth, Australia as one of the principal destinations.

**Prescribed Reading**

**Further Reading**

**TOPIC 23: RELIGIOUS FUNDAMENTALISM, SECULARISM AND FREEDOM**

Given the extraordinarily rich religious legacy of the Indian Ocean world, modern attempts by national elites to privatise religion and establish stable, secular, democratic states continue to prove challenging.

**Prescribed Reading**

**TOPIC 24: TERRORISM BEFORE 9/11**

Prescribed Reading

Further Reading


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/

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
- East Asian History
- Emigration Studies
- Historical Review
- Historical Studies
- History Today
- International Bulletin of Missionary Research
- 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 Asian History
- Journal of The Economic and Social History of the Orient
- Journal of Global History
- Journal of Historical Studies
- Journal of Indian History
- Journal of Modern History
College Library Resources

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>
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### 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 – Melaka
- Week 4 – Kolkata
- Week 6 – Cape Town
- Week 8 – Singapore
- Week 11 – Bangalore

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 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 limited 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 *
- Missionary movements in Indian Ocean history
- Impact of European arrival in the Indian Ocean
- Impact of World War II on 20th century Indian Ocean nations
- Historical and modern migration experiences

* Students who have completed an assignment on this topic in HT101 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>
</tr>
<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>
</tr>
</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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>PRESCRIBED READINGS</th>
<th>CITY FOCUS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Revisiting Indian Ocean historiography</td>
<td>Bentley, 215-224; Prange, 1382-1393; Sheriff, 11-44</td>
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<tr>
<td></td>
<td>2. The Indian Ocean in 1500 AD</td>
<td>McPherson, 122-157</td>
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<tr>
<td>2</td>
<td><strong>EARLY MODERN PERIOD (c.1500 AD – 1869)</strong></td>
<td></td>
<td>Melaka</td>
<td>Collaborative Forum</td>
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<td></td>
<td>3. The Portuguese</td>
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<td></td>
<td>4. The Dutch</td>
<td>Chaudhuri, 80-97</td>
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<td>3</td>
<td>5. Armenian Julfa trade networks</td>
<td>Aslanian, 127-188</td>
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<td>6. The Swahili coast</td>
<td>Bakari, 185-203; Pouwels, 251-271</td>
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<td>4</td>
<td>7. The British</td>
<td>Alpers, 98-127</td>
<td>Calcutta</td>
<td>Collaborative Forum</td>
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<td></td>
<td>8. The Indian Ocean slave trade in the abolition era</td>
<td>Allen, 183-194; Doulton, 101-119</td>
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<td></td>
<td><strong>In-Trimester Study Week</strong></td>
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<td></td>
<td>10. Wahhabism and the House of Saud</td>
<td>Vassiliev, 121-219</td>
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<tr>
<td>6</td>
<td>11. Australia in the Indian Ocean economy</td>
<td>Belich, 356-372; Morgan, 1-11</td>
<td></td>
<td>Cape Town Collaborative Forum</td>
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<td></td>
<td>12. The Indian diaspora</td>
<td>Bose, 72-121</td>
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<tr>
<td>7</td>
<td><strong>LATE MODERN PERIOD (1869 – 2001)</strong></td>
<td>Frost, 63-94; Stanton et al, 1-5</td>
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<td></td>
<td>13. The Suez Canal, steamships, and the discovery of oil</td>
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<td>14. The Hadhrami diaspora</td>
<td>Manger, 1-18; 109-127</td>
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<tr>
<td>8</td>
<td>15. World War I and nationalism</td>
<td>Bose, 122-192</td>
<td>Singapore</td>
<td>Collaborative Forum</td>
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<tr>
<td>9</td>
<td>17. Decolonisation – the Dutch exit</td>
<td>Moore &amp; Butler, ch12-13</td>
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<td></td>
<td>18. Decolonisation – the British exit</td>
<td>Moore &amp; Butler, 28-62</td>
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<tr>
<td>10</td>
<td>19. Superpower rivalry in the IOW</td>
<td>Rais, 37-56; 104-119</td>
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<td></td>
<td>20. The Third World</td>
<td>McPherson, 252-262</td>
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<tr>
<td>11</td>
<td>21. The collapse of the Soviet Union and the “New World Order”</td>
<td>Friedman, 15-38; Fukuyama, 3-18</td>
<td>Bangalore</td>
<td>Collaborative Forum</td>
</tr>
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<td></td>
<td>22. The end of apartheid and the modern South African diaspora</td>
<td>Louw &amp; Mersham, 303-333</td>
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<tr>
<td>12</td>
<td>23. Fundamentalism, secularism and religious freedom</td>
<td>Dalmia, 58-62; Harmen, 179-199; Sikka, 288-304</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Pre-Exam Study Week</strong></td>
<td></td>
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<tr>
<td>13</td>
<td>Essay</td>
<td></td>
<td></td>
<td>Research Essay</td>
</tr>
</tbody>
</table>