1. **Title of the module**

HIST8680 (HI868) – Early Modern Indian Ocean 1500-1857

1. **Division or partner institution which will be responsible for management of the module**

Arts and Humanities (History)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

MA Medieval and Early Modern Studies, MA Imperial History

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Critically evaluate and critique modern scholarship on the importance of the Indian Ocean as a zone of encounter in the Early Modern Period.

8.2 Demonstrate a systematic understanding and critical awareness of the complexity of connected histories between the powers of the Indian Ocean region, including Europeans.

8.3 Independently investigate how people, ideas and cultural objects move across borders, how they experienced cultural, religious and linguistic difference, and how they overcame, hid or enforced these differences.

8.4 Systematically assess the merits and limits of different methodological approaches.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Actively participate in discussion, make their own contributions to discussion and listen to and respect the contributions of others.

9.2 Communicate complex concepts effectively and in an accessible way through oral written work, assisted by peer and teacher feedback

9.3 Demonstrate a sense of historical empathy and a sensitivity for issues of migration, for intercultural and interreligious encounters and for questions around the transfer of knowledge, ideas, and cultural products across borders.

9.4 Demonstrate problem solving skills by tackling seminar and research questions both independently and within groups.

9.5 Demonstrate independent research skills by using library resources, undertake historical research, organise and analyse material, give oral presentations, and write essays.

9.6 Demonstrate an ability to critically evaluate, and a comprehensive understanding of, intellectual concepts as well as differences of methods, opinion and interpretation amongst historians and social

1. **A synopsis of the curriculum**

This course will explore the dynamic history of the Early Modern Indian Ocean. Students will study the importance of the physical environment in the formation of the empires and states of the area; from the annual monsoon to the importance of inland deserts as barriers and arenas of exchange. This will be achieved through the study of local texts, objects and images. The course will also consider the relationships between emergent European empires and established powers. Students will learn about the rise and fall of some of the great empires of history, from the Safavids of Iran to the Mughals of India, as well as the fascinating period of female rule in the Indonesian Kingdom of Aceh. The course will use a variety of texts in translation, from a Persian poetic account about a voyage to Siam, to the personal diary of the Mughal Emperor Jahangir.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Alam, Muzaffar, and Sanjay Subrahmanyam. Indo-Persian Travels in the Age of Discoveries 1400‒1800. Cambridge, 2007.

Aslanian, Sebouh. From the Indian Ocean to the Mediterranean: The Global Trade Networks of Armenian Merchants from New Julfa. Oakland: University of California Press, 2011.

Baladouni, Vahé, and Margaret Makepeace. Armenian Merchants of the Seventeenth Century and Early Eighteenth Centuries: English East India Sources. American Philosophical Society Philadelphia, 1998.

Barendse, Rene. The Arabian Seas: The Indian Ocean World in the Seventeenth Century. New York: Routledge, 2002

Chaudhuri, K.N., Trade and Civilisation in the Indian Ocean (Cambridge MA: Cambridge University Press,1985).

Das Gupta, Ashin, India and the Indian Ocean World: Trade and Politics (Oxford: Oxford University Press, 2004).

Dale, Stephen. Indian Merchants and Eurasian Trade, 1600‒1750. Cambridge: Cambridge University Press, 1994.

-The Muslim Empires of the Ottomans, Safavids and Mughals. Cambridge: Cambridge University Press, 2010.

Ebrāhim, Moḥammad, trans., John O’Kane, Ship of Sulaiman (New York: Routledge, 1972).

Islam, Riazul, Indo-Persian Relations (Tehran, 1970).

Ruangsilp, B., The Dutch East India Company Merchants at the Court of Ayutthaya (Leiden: Brill, 2007).

Subrahmanyam, Sanjay, An Infernal Triangle: The Contest between the Mughals, Safavids and Portuguese 1590-1605 (London: I.B. Tauris, 2012).

1. **Learning and teaching methods**

Contact hours: 30

Private study hours: 270

Total hours: 300

1. **Assessment methods**
	1. Main assessment methods

Essay 1 (3,000 words) 35%

Essay 2 (3,000 words) 35%

Annotated Bibliography 20%

Extended Primary Source Analysis (1,000 words) 10%

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** | **X** |  |  |  |  | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Annotated Bibliography | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Extended Primary Source Analysis |  | **X** |  | **X** |  | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Internationalisation is central to this course, as its core focus, literature and sources will be explicitly extra-European, while also exploring issues of imperialism, colonialism and race in the context of regional change and experience. This module will seek to counter issues of orientalist views and perspectives on the Indian Ocean region by using sources from the area itself and how these reflect the subject matter of the course.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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