

Course Number: HIS 364G- ANS 361 (# 40005 and # 31814)

Subject: Slavery and South Asian History

Semester/Year: Fall 2013

Class Times: TTh 9.30 -11 am in GAR 1.134

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Office Hours: Monday 11 am -1pm.

Course Description: This course flies the GC flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. [You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.]

In keeping with this goal, this course aims to teach students different ideas and practices that have been associated with non-western experiences of slavery. It will be organized in three parts, the first two of which span the period between the third century BCE and the late eighteenth century. Students will learn about the ways in which a range of destitute people, orphans, debtors and criminals were incorporated into complex and variable social and political institutions. They will learn about key legal provisions about the treatment of slaves established by ancient governments in the subcontinent. They will also read about military and political structures that used slaves in different ways in the medieval period. These structures, associated with the coming of Islam in the subcontinent, enabled slaves to establish relationships with each other as well as with their masters and mistresses. In the third segment spanning the nineteenth and twentieth century, students will understand the ways in which legal, political and commercial processes associated with global histories of European empires, contributed to the large-scale shift in slave-using structures, the meanings of slavery and the privileges and protections that slaves had earlier enjoyed.

Assigned Readings:

Buy I. Chatterjee and R.M. Eaton eds *Slavery and South Asian History* (Indiana University Press, 2006).

Read Online: 2) *Arthashastra* Book III, Chapter XIII, Rules Regarding Slaves and Laborers, on www.mssu.edu/projectsouthasia/history/primarydocs/

ALL THE FOLLOWING MATERIALS ARE ON BLACKBOARD:

- 3) Leslie Orr, ‘Non-Wives and Their Networks in Medieval Tamil Nadu’ with handout
- 4) Amitava Ghosh, ‘The Slave of Ms. H6’, from *Subaltern Studies*, Vol. 5, PDF
- 5) Sunil Kumar, ‘When Slaves Were Nobles’, *Indian Economic and Social History Review*, 1998 + ‘Bandagi and Naukari’ in Shaikh and Orsini eds. *After Timur Came*.- both PDFs
- 6) Pushpa Prasad, ‘Female Slavery in Thirteenth Century Documents’, *Indian Historical Quarterly*, 1985, PDF.
- 7) Excerpts from Ex-Slave’s Memoir, *Tahmasnama: The Autobiography of a Slave* (Bombay 1967). PDF
- 8) Marina Carter, ‘Slavery and Unfree labor in the Indian Ocean’, PDF.
- 9) Legal Documents : Lariviere ed. *Readings from Dharmashastra* : Contested Ownership of a Slave; Mr. Hunter Stands Trial for Injuring his Slave Documents, Criminal Judicial Consultations of 1799 from the British Library and the U.N. Report on Trafficking and Prostitution from 1959. PDFs

In addition, Students will be asked to view two visual texts in class: the film *Mughal-e-Azam* (with English subtitles) and a documentary on YouTube, ‘Sarah Harris Rescues Prostitutes’.

Requirements:

Read: Everyone is required to read the assigned material before class, prepare one question of substance on each reading. A question of substance refers to the *argument* of the author (in a secondary record) or about the historical *context* or *significance* of a primary record. Questions regarding pronunciation, proper nouns, meanings of words etc, while permissible, **do not** qualify as questions of substance for the purposes of class discussion and grading.

Attend class and participate actively and regularly in all class-discussions. Attendance will be taken in the first 5 minutes after the official beginning of the class. Religious holy days sometimes conflict with class and examination schedules. It is the policy of UT-Austin that you must notify each of your instructors at least *fourteen days* prior to the classes scheduled on dates you will be absent to observe a religious holy day. A student who *has more than 2 absences* (includes religious holidays, personal illness, jury duty etc) in the semester will lose a percentage point for every absence from the third one. A student who is late more than twice in the semester or leaves class early more than twice also begins to lose percentage points from the third such occurrence.

Written Work:

- 1) Posing Daily Question/Comment in class - 30% + Attendance 10%
- 2) One Home-Written 5-page essay on historical readings (10%)
- 3) Two Home-Written 10 page essays with summary and analytic discussion of readings: First Essay 20%, Second Essay 20% (total 40%).
- 4) Final Essay in Class on media and politics in the representation of trafficking (10%).

Grading Policies: LETTER GRADES OF A, B, C, D, F will be given in this course in the following fashion: total of 80-100= A; 60-79=B; 40-59=C; 20-39=D; Under 19 is a Fail or F.

All discussion contributions and essays will be assessed on the basis of three criteria : 1) How closely and carefully has the student read the material and understood it? 2) How well can the student analyze, compare and synthesize contradictory or comparative materials, both in speech and in writing? 3) How precisely, clearly and grammatically can the student express her/his thoughts in language, and how does s/he base this in evidence? [The

components of an organized essay are a strong thesis statement in the introductory paragraph, clear and consistent paragraphs with clear opening statements in each, succinct conclusion. Good spelling will count as well. The assessment of oral discussion shifts in its emphasis from the beginning to the end of the semester. IN the beginning, a student's ability to speak coherently will be sufficient; by the middle, a student's ability to synthesise old and new readings, to remember the beginning and be able to refer to it in discussion will be favorably assessed; in the end, bringing all the older readings to bear upon the latest readings or viewing materials and being able to discuss these in a clear and mature fashion will be rewarded.]

All essays should be submitted on time. Delayed submissions, except under certified medical or legal emergency, receive reduced grades. **Please note also that all discussions of grades will only be done during office hours, within seven days of the receipt of the grade. Such discussions will not be conducted via email correspondence or on the telephone.**

Policy on special accommodations. Students who need special accommodations should notify the instructor within the first ten days of the semester, in person, preferably during office hours

in private. Such students should present the instructor with a letter prepared by the Services for Students with Disabilities (SDD) Office. To ensure that the most appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY.

Read more at: <http://www.utexas.edu/diversity/ddce/ssd/>

Academic integrity. University of Texas at Austin has an Honor Code. Students who violate the Honor Code, and the University rules on scholastic dishonesty, are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. This includes plagiarism, that is the use of other people's oral or written work without acknowledgement or citation, and extends to the cutting and pasting of material from all web-sites.

Read details at: <http://deanofstudents.utexas.edu/sjs/scholdis.php>

Blackboard and laptop/messaging device policy. The course web site on Blackboard will be used to post assignments and make announcements relating to the course – check the site regularly for new information. It is your responsibility to maintain a functioning email account linked to Blackboard. Read university policy at:

<http://www.utexas.edu/its/policies/emailnotify/html>

All students have the right to learn in a supportive environment: The use of a laptop should not distract others and is acceptable during lectures or class discussions only for note-taking or instructor-directed web-surfing. All mobile messaging devices must be turned off and stored away during class. The instructor retains the right to ask students to shut off devices that are hindering her teaching or other students' learning.

SCHEDULE OF READINGS

August 29, 2013 ---: Introducing self, students- region and course. Definitions and Distinctions- distinguish between slave as human wealth and slavery as a fluctuating condition. Discuss Patterson on kinlessness and attachments – enslavement as process, slave trades and slave-use, distinction between 'open' and 'closed' systems.

September 3---: Varieties of Enslavement and Acquisition: war-purchase-gift-commendation. Read *Arthashastra* Book III, Chapter XIII, Rules Regarding Slaves and Laborers, on www.mssu.edu/projectsouthasia/history/primarydocs/

September 5---: Read 1) Daud Ali, 'War, Servitude and the Imperial Household' from book + 2) Leslie Orr, 'Non-Wives and Their Networks in Medieval Tamil Nadu' with handout. In class we will clarify histories of early medieval gender, households, religion, marriage, lay-clerical divides in India

September 10---: Read 1) Amitava Ghosh, 'The Slave of Ms. H6' on blackboard.

Prepare First Essay (5 pages) comparing your ideas of slavery with the ideas found in classical Indian legal texts such as *Arthashastra* as well as in the histories put together by Ali, Orr and Ghosh. Would you characterize the systems of slave-holding found in the subcontinent between the 3rd and 11th century as 'open-ended'?

September 12---: Submit First Assignment. In class, lecture on the coming of Islam in the Subcontinent from 7th century to 15th century.

September 17---: Making of Slave-Nobles in Delhi Sultanate: Read 1) Sunil Kumar, 'Slavery, Bandagi and Naukari' on blackboard + 2) Sunil Kumar chapter in book

September 19---: Read 1) Pushpa Prasad, 'Female Slavery in Thirteenth Century Documents'

September 24---: Establishment of Mughal and Rajput Cultures in the Subcontinent Sixteenth-Eighteenth Century: Male Soldiers from Central Asia, Elite Guards from East Africa,

October 1---: Read 1) Read Richard Eaton, 'Malik Ambar' from book and 2) Sumit Guha 'Western India' from book

October 3---: Read Ex-Slave's Memoir of the Eighteenth Century: *Tahmasnama*: The Autobiography of a Slave (Bombay 1967) on blackboard

October 8---: Read 1) William Pinch, 'Guru-Master-Commander' on blackboard

October 10---: Did the same pattern of 'Open slavery' apply to Women Slaves? Read 1) Gavin Hambly 'Armed Women' on blackboard and 2) Ramya Sreenivasan, 'Drudges, Dancing Girls and Concubines' from book.

October 15---: Screening of *Mughal-e-Azam* in class. Watch with the following questions in mind: 1) in what ways does the plot of the film appear to confirm **or/and** contradict your readings on slave-women, or slave-biographies that you have done ? 2) what aspects of your readings are **not touched upon** in the film? 3) offer historically valid and plausible explanations for the interpretations that the film's modern director makes of the historical past. These 3 questions will constitute **the Second Assignment you will write at home. A first draft is to be submitted on October 22.** An essay that combines relevant historical details of film and

readings, compares and contrasts between printed and film sources for 'historical reliability', and writes in clear expository English with good organizational structure has the greatest chance of a good grade.

October 17: The remainder of the film will be screened- Complete watching for scrutiny. Instructor is away at South Asian Studies Conference in Madison.

October 22---: Submit Second Essay in Class. Lecture on Arrival of European Traders and Shifts in Slave-Using Households. Class Exercise with French and British Wills.

October 24---: Read 1) Michael Fisher, 'Bound for Britain: Changing Conditions of Servitude, 1600-1857 from book and 2) Marina Carter, 'Slavery and Unfree labor in the Indian Ocean' on blackboard

October 29---: Lecture on Legal Systems in the Eighteenth –Early Nineteenth Century. Read the Lariviere TRIAL DOCUMENTS on Blackboard

October 31---: Read Hunter Trial Documents on Blackboard. **Prepare to discuss in class: What is Mr. Hunter trying to claim in these documents? What do these documents suggest about the emerging British colonial judiciary in India in the late eighteenth century? What social order seems to be under threat here: is it 'caste' or kinship practices? Is this trial also a case of repossession? Or none of the above? Can you think back to Islamic or other laws to figure out whether there is something else going on underneath the story of brutalization of a slave?**

November 5---: Circumstances under which brutalisation of female servants became the new normal: Changing experiences of Slave-Women in Islamic Households in India. Read 1) Sylvia Vatuk "Family" as a Contested Concept on Blackboard and 2) Vatuk 'Bharati's Death' in book.

November 7 ---: Islamic Lawyers Respond in the Late Nineteenth and Early Twentieth Century: Read chapter by Avril Powell in book

November 12---: Reshaping Hinduism's Culture: Devadasi Reform Movement from 1880s-1920s: Read Amrit Srinivasan and S. Anandhi on Blackboard. **Your Third Essay will be on the following theme: In what ways do all the cases you have encountered in civil and criminal law in the late eighteenth and nineteenth century allow you to understand the legal, economic and political circumstances of women slaves and servants that were occurring in the context of European colonialism. Submit Third Essay in Class on November 19.**

November 14---: 1947 and After: Decolonisation or New Imperialism? Collective Policing of Recalcitrant Nations: Read UN Laws on Prostitution (PDF on Blackboard)

November 19---: **Submit Third Essay.** New Blood for Old Abolitionists and New Objects of Rescue? Children, trafficked women and the new Media: The Battle against Globalisation : Read Carpet boys as PDF on Blackboard

November 21---: Watch *Children Without Childhood* in class and debate its merits

November 26---: Watch Sarah Harris's documentary on 'Prostitutes of God' and "Prostitutes talking back to Sarah Harris" on Youtube).

December 3: Discussion of Both Films in class: How historically informed are these documentary films and film-makers? If you were making a film, how would you advise these film-makers?

December 5: Write **Final Review Essay in class analyzing the ways in which media representation of Global Trafficking is part of the political and historical changes in the period after 1950.**