Improvement and welfare have not always been the work of government. This class traces the origins and uneven history of development through the moments when colonial governments in the British Empire became interested in raising the material and social quality of life of colonial subjects. More than a matter of administering policy, attempts to better conditions arose through political circumstances and impacted the lives of colonial subjects in ways that administrators could not have foreseen.

As the course is invested in considering development historically, we will not work from a single, theoretical definition of development, but rather consider how development became a justification for empire, the basis for anti-colonial nationalist politics, and then subsequently, a concern for international, non-governmental organizations. The course is thus divided into three over-lapping sections. The first will present a broad overview of what might be called the
Third British Empire and focus on how colonies came to be understood in terms of state-space and population. We will shift to consider how improving the social conditions of colonies became a rationale for imperial intervention and then the grounds for anti-colonial nationalism. We will then consider continuities from the late colonial period through decolonization by following the careers of colonial officers as they became international aid workers; the nationalist politics of community development; and the ways colonial ideas of development became reconceived as metropolitan welfare. We will end the course with critiques of development that emerged in the 1970s and examine how development became history.

The Honor Principle and Classroom Conduct
At Reed, the conduct of our community is governed by the honor principle, which is not narrowly or negatively defined, but a living set of guidelines concerning how we treat each other with fairness, respect, and dignity. These ideals must be expressed not simply in attitude, but in action.

Community demands participation, and to participate, you must show up. If you have a reasonable excuse for missing class—religious holidays, illness, or family emergency—it is your responsibility to let me know ahead of time. Unexcused absences will negatively affect your grade, and more than one unexcused absence could lead to failing the course.

A successful conference depends upon a prepared and active set of participants. For discussions, give the conference your undivided attention by turning off your cell phone and not bringing food to class. Bring the assigned readings, as well as means of taking notes. Express yourself in the classroom by engaging in thoughtful debate. When you speak, support your claims with examples from the texts. Attentive listening is as important as speaking to facilitating conference discussion. Dismissive or hostile comments will not be tolerated.

The honor principle not only applies to our discussions in class, but also to your written work. Your work must be your own. It is your responsibility (with the help of others) to learn the standards of proper citation and attribution. In this course, we will use the Chicago Manual of Style’s Notes and Bibliography system.

Accommodation
If you require accommodation to complete course work due to a disability, please see me as soon as possible to discuss your DSS-specified accommodations. If you have not yet met Disability Support Services to prepare a plan, we can also discuss this process in office hours.

Communication
In addition to treating each other honorably in conference, I encourage you to help and support each other outside of the classroom. When I am in my office, my door is open, and you are welcome to come in. I also have confirmed office hours during which we can talk about the readings, your papers, how conference is going, etc. If you cannot make it to my office hours, and do not want to take a chance on when I might be in my office, please send me an email proposing a few possible times to meet (Monday–Friday, 9 AM–5 PM). Email should only be used
to inform me of an absence or to schedule a meeting outside of office hours. For everything else, let us talk in person.

Assignments
Along with classroom participation, your performance in the course will be evaluated through the following assignments:

- **Map Quiz**: Simple check-in about the places we will be discussing in the course.
- **Discussion**: You will be expected to lead discussion during one of our conferences beginning in week 5.
- **Paper 1**: 2–3 page evaluation of one of the assigned primary sources in the course in the context of the secondary sources.
- **Paper 2.1**: 1–2 page prospectus for final paper including research question, bibliography, and potential archives.
- **Paper 2.2**: 2–3 page historiographical essay in preparation for the final essay.
- **Paper 2.3**: 12–15 page final paper on a topic of your choice.

Required Texts
The books and course reader are available for purchase at the Reed bookstore and on loan at the library. It is your responsibility to come to class having finished the reading and prepared to speak thoughtfully.

- Tony Ballantyne & Antoinette Burton, *Empires and the Reach of the Global, 1870–1945*
- Katherine Mayo, *Mother India*
- Timothy Mitchell, *The Rule of Experts: Egypt, Techno-Politics, Modernity*
- Mrinalini Sinha, *Specters of Mother India: The Global Restructuring of an Empire*

Course Reader

**Week 1**  
The British Empire

**January 27**  
Introduction

**January 29**  

**Week 2**  
The Third British Empire

**February 3**  
Ballantyne and Burton, 79–181

*** MAP QUIZ ***

**February 5**  
*East India (Progress and Condition). Statement Exhibiting the Moral and*

**Week 3**
**The Ethnographic State**

**February 10**

**February 12**

**Week 4**
**Expertise and Colonial Rule**

**February 17**

**February 19**

**Week 5**
**Imperial Education**

**February 24**

**February 26**
C. L. R. James, from *Beyond a Boundary* [1963], pp. 3–65.

**Week 6**
**The Politics of Welfare and Development**

**March 3**

March 5  
F. L. Brayne, *Village Uplift in India* [1928]  

*** PAPER 1 DUE ***

Week 7  
Maternal Health and the Scandal of Empire

March 10  
Katherine Mayo, *Mother India*

March 12  
with special guest, Jonathan Snowden, OHSU  
Antoinette Burton, “Contesting the Zenana: The Mission to Make ‘Lady Doctors for India,’ 1874–1885”  
Margaret Jones, “Infant and Maternal Health Services in Ceylon, 1900–1948: Imperialism or Welfare?”

Week 8  
Maternal Health as Imperial Politics

March 17  
Mrinalini Sinha, *Specters of Mother India: The Global Restructuring of an Empire*, pp. 1–108

March 19  

SPRING BREAK

Week 9  
Gender, Family, Decolonization

March 31  

April 2  

*** PAPER 2.1 DUE ***
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Colonial Officers and Experts</th>
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Terry Bishop, “Daybreak in Udi” [1949]. |
| April 9 | “Report on the Conference on Community Development held at the Tunku Abdul Rahman Hall, Kuala Lumpur, on 20th and 22nd September 1958.”  

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<th>Week 11</th>
<th>Participation and Development</th>
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*** PAPER 2.2 DUE *** |

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<td>Presentations and Discussion</td>
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<tr>
<td>April 30</td>
<td>Presentations and Discussion</td>
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<tr>
<td>May 10</td>
<td>*** FINAL PAPER DUE ***</td>
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