

Hist. 335: Development: an Imperial History

MW 1:10–2:30 PM, ELIOT 414



An aerial view of the Kariba Dam between Zambia and Rhodesia, now Zimbabwe, circa 1965
Paul Popper/Popperfoto — Getty Images

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Office Hours: Vollum 121, W: 3–5 PM, Th: 10–12 PM, and by appointment

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 moral and material condition 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 social conditions became a justification for empire, the basis for anti-colonial nationalist politics, and then subsequently, a concern for a proliferating group of actors including: postcolonial nation states, international organizations, and multinational corporations. 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 particularly focus on the condition of women and the politics of the family. 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 honor principle governs the conduct of our community. Honor is not narrowly or negatively defined, but guides 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 prepared and active participants. For discussions, give the conference your undivided attention by turning off your cell phone and putting it away. Food is prohibited in the classroom, unless you share with everyone. Bring the assigned readings, as well as a means of taking notes. Consider how you can foster thoughtful dialogue. 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 for citations.

Accessibility

Each of you has necessary conditions that make your participation in conference possible, and I understand that you might have disabilities, chronic conditions, or contingent circumstances that make it difficult for you to participate in class in the way that you would wish. Here are some resources to make sure you have the assistance you need to succeed in this class.

Emergency loan funds: Business Office, Eliot Hall 306 & 308

Reed Community Pantry: <https://www.reed.edu/seeds/reed-community-pantry/index.html>

Reed Academic Support Services: https://www.reed.edu/academic_support

Reed Health and Counseling Services: https://www.reed.edu/health_center

If you need assistance or accommodation, please don't hesitate to see me so we can discuss resources that are available to you. If you have not yet met Disability Support Services to document your disability and create specified accommodations, we can 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, 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: February 6 - Identify contemporary nation-states whose histories are entangled with the British Empire.
- Paper 1: February 22 – Primary Source Analysis – Analyze one of the first weeks' readings (ca. 800 words)
- Paper 2: March 22 – Take Home Midterm – “What is development and what role did it play in imperial rule?” (ca. 1500 words)
- Final Paper: 12–15-page research paper on a topic related to the course
 - April 3 Prospectus
 - April 17 Historical Context and Historiography essay
 - April 29 & 31 In-class presentation
 - May 16 Final Paper

Required Texts

Most of the texts for the course are available on Moodle. The books are available for purchase at the Reed bookstore and on reserves at the library. It is your responsibility to come to class having finished the reading and prepared to speak thoughtfully.

Timothy Mitchell, *The Rule of Experts: Egypt, Techno-Politics, Modernity*
Mrinalini Sinha, *Specters of Mother India: The Global Restructuring of an Empire*
e-reserves and Moodle assignments

Week 1	The British Empire
January 28	Introduction

January 30	Jane Burbank and Frederick Cooper, "Imperial Repertoires and Myths of Modern Colonialism" Joanna Lewis, "The British Empire and World History: Welfare Imperialism and 'Soft' Power in the Rise and Fall of Colonial Rule"
Week 2	Territory and Population
February 4	East India (Progress and Condition). <i>Statement Exhibiting the Moral and Material Progress and Condition of India during the Year 1902–03</i> . Thirty-Ninth Number. [1904], pp. ii–iii, 49–72, 167–174, 190–191. John Strachey, <i>India its Administration and Progress</i> , London: Macmillan and Co., 1903, pp. 123–131, 209–230, 490–506 Manu Goswami, "Envisioning the Colonial Economy"
February 6	H. H. Risley, <i>The People of India</i> [1908] Nicholas Dirks, "Enumerating Caste: Anthropology as Colonial Rule" *** MAP QUIZ ***
Week 3	Imperial Education as Moral Progress
February 11	Nirad C. Chaudhuri, "England" and "My Birth, Parents and Early Years" in <i>An Autobiography of an Unknown Indian</i> [1951], pp. 97–124, 129–178. John Mackenzie, "Imperialism and the School Textbook" in <i>Propaganda and Empire: the Manipulation of British Public Opinion, 1880–1960</i> , pp. 173–198.
February 13	C. L. R. James, from <i>Beyond a Boundary</i> [1963], pp. 3–65. Anne Spry Rush, "Schooling Britons" in <i>Bonds of Empire: West Indians and Britishness from Victoria to Decolonization</i> , pp. 17–46.
Week 4	The Politics of the Social in the late British Empire
February 18	James Vernon, "Hunger as Political Critique" in <i>Hunger: a Modern History</i> , pp. 41–80. Priya Satia, "Developing Iraq: Britain, India, and the Redemption of Empire and Technology in World War I," <i>Past & Present</i> 197, 1 (2007): 211–55.
February 20	F. L. Brayne, <i>The Remaking of Village India</i> [1929] Moodle Assignment - <i>Socrates in an Indian Village</i> [1929] *** PAPER 1 DUE ***

Week 5	Reality and its Representation
February 25	Timothy Mitchell, <i>The Rule of Experts: Egypt, Techno-Politics, Modernity</i> , 1–119.
February 27	Timothy Mitchell, <i>The Rule of Experts: Egypt, Techno-Politics, Modernity</i> , 123–303.
Week 6	Maternal Health and the Scandal of Empire
March 4	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?”
March 6	Katherine Mayo, <i>Mother India</i> [1927]
Week 7	Maternal Health as Imperial Politics
March 11	Mrinalini Sinha, <i>Specters of Mother India: The Global Restructuring of an Empire</i> , pp. 1–108
March 13	Mrinalini Sinha, <i>Specters of Mother India: The Global Restructuring of an Empire</i> , pp. 109–254
Week 8	Gender, Race, and the Politics of Decolonization
March 18	Tabitha Kanogo, “Becoming Kavirondo: Clitoridectomy, Ethnicity and Womanhood” Lynn Thomas, “Mau Mau and the Girls who would ‘Circumcise Themselves’”
March 20	Aaron Windel, “Mass Education, Cooperation and the ‘African Mind’” <i>Daybreak in Udi</i> [1949] *** Midterm Essay Due ***
SPRING BREAK	
Week 9	Decolonization and the Politics of the Family
April 1	Frederick Cooper, “Modernizing Bureaucrats, Backward Africans, and the Development Concept” Nicole Bourbonnais, “From Politics to Practice: The Colonial Office, Foreign Activists, and Local Family Planning Clinics”

April 3	Jordanna Bailkin, "The Postcolonial Family? West African Children, Private Fostering, and the British State," <i>Journal of Modern History</i> 81, 1 (2009): 87–121. E. R. Braithwaite, <i>Paid Servant</i> [1962] *** Prospectus Due ***
Week 10	Community Development
April 8	Joanna Lewis, "The Imperial Politics of Inclusion: Community Development and Social Engineering, 1948–1953" "Report on the Conference on Community Development held at the Tunku Abdul Rahman Hall, Kuala Lumpur, on 20th and 22nd September 1958."
April 10	D. T. M. Girvan, <i>Working Together for Development</i> Moodle Assignment - <i>Caribbean Home Library</i>
Week 11	From Colonial to International Development
April 15	Julia Tischler, "Cementing Uneven Development: The Central African Federation and the Kariba Dam Scheme" Joseph Hodge, "British Colonial Expertise, Postcolonial Careerism and the Early History of International Development"
April 17	Michael Jennings, " 'We Must Run While Others Walk': Popular Participation and Development Crisis in Tanzania, 1961–9" Michael Jennings " 'Almost an Oxfam in itself': Oxfam, Ujamaa and development in Tanzania" *** HISTORIOGRAPHY DUE ***
Week 12	The End of the Development Romance
April 22	Walter Rodney, <i>How Europe Underdeveloped Africa</i> , London: New Beacon Books, 1973, pp. 7–39, 223–310.
April 24	Frederick Cooper, "Writing the History of Development," <i>Journal of Modern European History</i> 8 (2010): 5–23. Moodle Assignment – Development Documents
Week 13	Student Projects
April 29	Presentations and Discussion
April 31	Presentations and Discussion
May 16	*** FINAL PAPER DUE ***