

Hist. 335: Development: an Imperial History

Fall 2021: MW 1:25–2:45 PM, VILASE ASPEN MULTIPURPOSE ROOM



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: via Zoom, Wednesday, 3–5 pm, see Moodle for link, 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 moments when colonial governments in the British Empire became interested in raising the moral and material condition of colonial subjects. Especially after World War I, development became the key rationale for colonial government, the grounds of anticolonial critique, the governing rationale of post-independence governments, and the object of international intervention. Development entailed political, economic, social, and ethical transformation in pursuit of a better future. But for whom was such a future envisioned? Who were the appropriate agents of development? And what means were necessary to achieve those better ends?

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 imperial rule, the basis for anti-colonial nationalist politics, and then subsequently, a concern for a proliferating groups of actors including: postcolonial nation-states, international organizations, and multinational corporations. Our imperial framework means that we will consider a connected history of development across South Asia, Africa, the Caribbean, and Britain. Chronologically, the syllabus is divided into three overlapping 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. The second section examines how the improvement of the social conditions of colonies became a rationale for imperial intervention and then the grounds for anti-colonial nationalism. We will pay particular attention to how women and the family became the objects of intervention. The third section will focus on 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 the transition from developmental nationalism to neoliberal globalization. Throughout, we will consider how a critical history of development can challenge contemporary frameworks for describing and ameliorating global inequality

Course Objectives

Students will be encouraged to:

- Become familiar with the history of the British Empire;
- Analyze development as a historical and contingent set of ideas and material processes;
- Connect contemporary problems of poverty and uneven development to imperial history;
- Strengthen discussion and listening skills by fostering inclusive conference discussion;
- Strengthen critical reading skills through discussion, interpretation, and analysis of a range of scholarly and primary sources;
- Identify the arguments of historical scholarship and assess them with attention to evidence, historiography, and significance;
- Propose an argument based on analysis of primary sources and contextualized in relation to secondary research;
- Research and write a clear, well-organized, and convincing research paper.

Reed Distribution Requirements

This course can be used towards your Group II, "History and Social Sciences," requirement. It meets the following learning goals for the group:

- Evaluate data and/or sources;
- Analyze institutions, formations, languages, structures, or processes, whether social, political, religious, economic, cultural, intellectual or other;
- Think in sophisticated ways about causation, social and/or historical change, human cognition, or the relationship between individuals and society, or engage with social, political, religious or economic theory in other areas.

The Honor Principle and Classroom Conduct

At Reed, the honor principle governs the conduct of our community. What does it mean to be a college community during this, our fourth pandemic semester, and how will we take care of ourselves and others in our conference during this global crisis?

Pandemic Exigencies: I don't have full answers to these questions, but please remember that I think of you as a person first, and please put the health of yourself, your family, and your community first. Our class is currently scheduled to meet in person, however, a variety of situations might arise in which we will switch to a completely online format. I have done my best to tailor our syllabus to our current conditions by cutting down reading assignments, integrating paper writing skills into the syllabus, fostering opportunities for individual and small-group interaction, thinking proactively about communication, and adjusting my expectations. However, I cannot account for every circumstance that you might find yourself in. One consequence of the pandemic is that we must be deliberate in our communications with each other. Please do email me, come to office hours, see me after class, to let me know how you are doing.

Participation: A successful conference depends on prepared and active participants. Please consider how your participation affects others. Please complete the assigned readings and take notes on the significance of the readings in anticipation of our discussion. Consider how you will access digital materials while also speaking and listening to discussion. For discussion, give the conference your undivided attention by turning off your cell phone and other devices, and also muting notifications on your computer. Consider how you can foster thoughtful dialogue under these conditions. When you speak, support your claims with examples from the texts or reference to remarks made by others. Attentive listening is as important as speaking to facilitating conference discussion. Dismissive or hostile comments will be addressed individually. To support each other, in the first week of class we will talk about the principles that will guide our participation in conference and create conference guidelines.

Academic Integrity: The honor principle not only applies to our discussions in class, but also to your written work. As the [Academic Conduct Policy](#) states, "The fundamental ethical principle governing scholarship is that one should never claim or represent as one's own work that which is not one's own." It is your responsibility to learn the standards of proper citation and attribution. I am available to help with this, as is [the Library](#) and the [Office of Academic Support](#). 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.

Reed College Student Hub for Campus Resources: <https://www.reed.edu/hub/students/>
Emergency loan funds: Business Office, Eliot Hall 306 & 308
Reed Community Pantry: <https://www.reed.edu/seeds/initiatives/food-security/pantry.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 help, 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. I have confirmed office hours every week, 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.

Attendance Policy and Assessment

This is an in-person class. The basis of our class is our individual reading and shared conversation. And so, I want to emphasize the importance of regular preparation, attendance, and participation in shared conversations. I also know that we are living through a devastating pandemic, and we cannot foresee what will happen. When your health allows, I expect you to be present and engaged in class. At the same time, each of us has an individual responsibility to help mitigate the pandemic. Following public health guidance is part of living in an honorable community.

The following recommendations should guide your decision about coming to class:

- Self-isolation is recommended for anyone experiencing flu-like symptoms, whether due to possible coronavirus or to other illnesses. Please stay at home if you feel sick, and contact the Health and Counseling Center (HCC) or your healthcare provider to discuss. This is especially important if you think you may have an infectious disease.
- You should not attend class if you have tested positive for COVID-19 in the last 14 days, or if you have received notification or advice from the college or a health professional (including HCC staff) to quarantine or self-isolate.
- The CDC suggests that people with the following symptoms may have COVID: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea. As always, please consult a medical professional (members of the HCC or otherwise) if you have any questions about your health or health safety.

- If you suspect or know you have been exposed to a case of COVID-19, contact the HCC right away to discuss your next steps. [For more information, visit the CDC's webpage on isolation and quarantine.](#)

There is no definitive attendance requirement for this class. I only ask that you keep me informed of your absences to the extent that it is possible for you to do so.

Your performance in the course will be assessed in reference to ongoing conference participation and written assignments (further information on assignments will be available on Moodle):

50%	Participation	
5%		Monday Recaps
45%		Conference Discussion
5%	Map Quiz:	September 15 – Identify contemporary nation-states whose histories are entangled with the British Empire.
10%	Paper 1:	October 1 – Primary Source Analysis – Analyze one of the first weeks' readings (ca. 800 words)
10%	Paper 2:	November 5 – Take Home Midterm – “What is development and what role did it play in imperial rule?” (ca. 1500 words)
25%	Final Paper:	
	November 12	Prospectus (1 page) - What is your research question and what will you do to answer it?
	December 3	Historical Context and Historiography essay (2 pages) – What is the historical context for your topic? How have other scholars addressed this topic?
	December 8	In-class presentation (6–7 minutes)
	December 13	Final Paper (10–12 pages)

I will work with students who need alternative assessments due to the pandemic.

Week 1	What is Development?
August 30	Introduction
September 1	Hite, Roberts, Chorev, "Globalization and Development: Recurring Themes" Adam Smith, "On Colonies," 599–613, 685–693 Marx, "Writings on India"
Week 2	The British Empire
September 6	LABOR DAY – NO CLASS
September 8	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 3	Territory and Population
September 13	<p>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.</p> <p>John Strachey, <i>India its Administration and Progress</i>, London: Macmillan and Co., 1903, pp. 123–131, 209–230, 490–506</p> <p>Manu Goswami, “Envisioning the Colonial Economy”</p>
September 15	<p>H. H. Risley, <i>The People of India</i> [1908], pp. 108–153, 344–345, 398, plates III & IV; XIV & XV.</p> <p>John Strachey, <i>India its Administration and Progress</i>, London: Macmillan and Co., 1903, pp. 282–313.</p> <p>Nicholas Dirks, “Enumerating Caste: Anthropology as Colonial Rule”</p> <p>*** MAP QUIZ ***</p>
Week 4	Imperial Education as Moral Progress
September 20	<p>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.</p> <p>John Mackenzie, “Imperialism and the School Textbook”</p>
September 22	<p>C. L. R. James, from <i>Beyond a Boundary</i> [1963], pp. 3–65.</p> <p>Anne Spry Rush, “Schooling Britons”</p>
Week 5	The Politics of the Social in the late British Empire
September 27	<p>James Vernon, “Hunger as Political Critique”</p> <p>Priya Satia, “Developing Iraq: Britain, India, and the Redemption of Empire and Technology in World War I”</p>
September 29	Individual Meetings
October 1	*** PAPER 1 DUE ***
Week 6	Reality and its Representation
October 4	<p>Timothy Mitchell, <i>The Rule of Experts: Egypt, Techno-Politics, Modernity</i>, Introduction, Chs. 1–3</p>
October 6	<p>Timothy Mitchell, <i>The Rule of Experts: Egypt, Techno-Politics, Modernity</i>, Ch. 4.</p> <p>Alia Mossallam, “ ‘We are the Ones Who Made this Dam High:’ A Builders History of the Aswan High Dam”</p>

Week 7	Maternal Health and the Scandal of Empire
October 11	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?"
October 13	Mrinalini Sinha, <i>Specters of Mother India: The Global Restructuring of an Empire</i> , pp. 1–108 Optional: Katherine Mayo, <i>Mother India</i> [1927]
*** FALL BREAK ***	
Week 8	Village Improvement
October 25	F. L. Brayne, <i>The Remaking of Village India</i> [1929] Moodle Assignment - <i>Socrates in an Indian Village</i> [1929]
October 27	Aaron Windel, "Mass Education, Cooperation and the 'African Mind'" <i>Daybreak in Udi</i> [1949]
Week 9	Development as Imperial Mission
November 1	Havinden and Meredith, Chs. 10 & 11 "Frederick Cooper, "Modernizing Bureaucrats, Backward Africans, and the Development Concept"
November 3	Individual Meetings
November 5	*** Midterm Essay Due ***
Week 10	Decolonization and the Politics of the Family
November 8	Tabitha Kanogo, "Becoming Kavirondo: Clitoridectomy, Ethnicity and Womanhood" Lynn Thomas, "Mau Mau and the Girls who would 'Circumcise Themselves'"
November 10	Nicole Bourbonnais, "From Politics to Practice: The Colonial Office, Foreign Activists, and Local Family Planning Clinics" Jordanna Bailkin, "The Postcolonial Family? West African Children, Private Fostering, and the British State,"
November 12	*** Prospectus Due ***

Week 11	Community Development
November 15	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."
November 17	D. T. M. Girvan, <i>Working Together for Development</i> Moodle Assignment - <i>Caribbean Home Library</i>
Week 12	From Colonial to International Development
November 22	Julia Tischler, "Cementing Uneven Development: The Central African Federation and the Kariba Dam Scheme" Joseph Hodge, "British Colonial Expertise, Postcolonial Careering and the Early History of International Development"
November 24	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"
Week 13	The End of the Development Romance
November 29	Walter Rodney, <i>How Europe Underdeveloped Africa</i> , London: New Beacon Books
December 1	Arturo Escobar, <i>Encountering Development</i> , Chs. 2–3 Nils Gilman, "Modernization Theory Never Dies"
December 3	*** Historiography Due ***
Week 14	After Developmentalism
December 6	Vijay Prashad, "The Demise of Northern Atlantic Liberalism"
December 8	Presentations and Discussion
December 13	*** FINAL PAPER DUE ***