



H. D. Girdwood, "The Four Worst Cases in Brighton Hospital," 1915
British Library Photo 24/(19)

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Office Hours: via Zoom, Wednesday, 2–4 pm and by appointment

While for many years, the main historiographical question surrounding World War I concerned its origins, recently scholars have turned to the consequences of the war, particularly the post-war settlements that remade national, imperial, and international politics. The war demanded the mobilization of millions of men and women throughout the world; what was owed to these individuals for their service?

The empire itself was remade in the aftermath of World War I, and in this course, we will examine the different ways individuals demanded greater political rights and social freedoms as a consequence of their experience of war. We will examine how that experience shaped the expectations of individuals throughout the empire. Some of the experiences we will encounter include those of British women, Indian soldiers, colonial subjects, international feminists, colonial administrators, and colonial migrants.

These stories are neither entirely separate nor wholly linked, and a challenge of this course will be to hold together histories that occur in different locations. We will also be retelling the story of the interwar empire in multiple ways, and another critical question to ask of this course is to what extent it makes sense to think of the interwar period as one discrete unit of history.

Objectives

Students will be encouraged to:

- Become familiar with the history of the British Empire;
- Think historically about the collective experience of war for subsequent political movements.
- Engage with periodization, specifically the analytical significance of the interwar period.
- Strengthen critical reading skills through discussion, interpretation, and analysis of a range of scholarly and primary sources;
- Strengthen discussion and listening skills by making productive contributions to classroom conversation;
- Plan, research, and write a substantial paper based on analysis of primary source material.

The Pandemic and the Honor Principle

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

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. 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. Relatedly, this class is being offered online for the interests of public health. One consequence of being online is that we must be deliberate in our communications with each other. Please do email me, come to office hours, send me chats in class, to let me know how you are doing.

Community requires participation, and I have offered both synchronous and asynchronous ways of participating in conference. Please keep me informed of issues that might make it difficult for you to participate in conference.

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 significant of the readings in anticipation of our discussion. Consider how you will have the materials at hand while also speaking and listening to discussion via Zoom. 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 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 technical difficulties, financial circumstances, disabilities, chronic conditions, or contingencies 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 to 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 am also available to talk about the readings, your papers, how conference is going for you, etc. I will plan to stay in the Zoom call for 10–15 minutes after conference ends to chat with anyone who wishes to do so. I have confirmed office hours listed on this syllabus, which I will hold weekly via Zoom. You are welcome to come in to discuss readings, conference participation, to get to know me better, and just to chat. If you cannot make it to my office hours, please send me an email proposing a few possible times to meet (Monday–Thursday, 9 AM–5 PM). Since it is not possible to hold casual conversations and bump into each other, we will also have to embrace formal email communications this semester. Please write to me!

Assessment

Conference Participation (60%)

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| - 20% | Contributions to shared conference notes |
| - 20% | Contributions to conference discussion |
| - 15% | Co-facilitating two conference meetings |
| - 5% | Final Presentation |

Final Paper (35%)

- 5%	Prospectus
- 5%	Primary Source Analysis
- 25%	Final Paper
Map Quiz (5%)	

Week 1	The British Empire and World War I
Tuesday, September 1	Introduction: the syllabus and the semester
Thursday, September 3	<p>Jay Winter, ed. <i>The Cambridge History of the First World War</i></p> <ul style="list-style-type: none"> - Jay Winter, General Introduction - Jay Winter, Introduction to Volume I - Volker H. Bergahn, Origins <p>☛ Martial Races, The World's War: Forgotten Soldiers of Empire</p>
Week 2	War
Tuesday, September 8	<p>Donald Fraser, My Daily Journal, Vera Brittain, <i>Chronicle of Youth: The War Diary, 1913–1917</i></p>
Thursday, September 10	<p>Santanu Das, "Experiences of Colonial Troops," http://www.bl.uk/world-war-one/articles/colonial-troops David Omissi, ed., <i>Indian voices of the Great War: soldiers' letters, 1914–18</i>. Santanu Das, "Indian Sepoy Experience in Europe, 1914–18: Archive, Language, and Feeling" *** Map Quiz ***</p>
Week 3	Pandemic, 1918/19
Tuesday, September 15	<p>Howard Philips and David Killingray, Introduction, in <i>The Spanish Influenza Pandemic of 1918–19: New Perspectives</i> N. P. A. S. Johnson, The Overshadowed Killer: Influenza in Britain, 1918–19 Ida Milne, "A 'mysterious malady' -- or a 'perfect storm'?"</p>
Thursday, September 17	<p>Mridula Ramana, "Coping with Influenza Pandemic: the Bombay Experience" Ismail Rashid, "Epidemics and Resistance in Colonial Sierra Leone during the First World War"</p>

Week 4	Individual Meetings / Group Work
Tuesday, September 22	Research and Writing during the Pandemic
Thursday, September 24	
Friday, September 25	*** Prospectus ***
Week 5	Postwar Violence
Tuesday, September 29	Taylor Sherman, "Jallianwallah Bagh, the Punjabi Disturbances of 1919 and the limits of State Power in India, 1919–1920" Susan Kingsley Kent, "The Amritsar massacre, 1919–1920"
Thursday, October 1	Ida Milne, "Influenza as a Political Tool" Susan Kingsley Kent, "Reprisals in Ireland"
Week 6	Internationalisms
Tuesday, October 6	Susan Pedersen, "Getting Out of Iraq—in 1932" James Renton, "Flawed Foundations: the Balfour Declaration and the Palestine Mandate"
Thursday, October 8	Marika Sherwood, "The Comintern, the CPGB, Colonies and Black Britons, 1920–1938" Susan Pennybacker, "George Padmore and London" Michele Louro, "Where National Revolutionary Ends and Communist Begins:" The League against Imperialism and the Meerut Conspiracy Case
Week 7	Feminism / Internationalism / Nationalism
Tuesday, October 13	Mrinalini Sinha, Donna Guy and Angela Woolcott, "Introduction: why feminisms and internationalism?," and Antoinette Burton, "Some trajectories of "feminism" and "imperialism"," <i>Feminisms and internationalism</i> Shobna Nijhawan, "International Feminism from an Asian Center: The All-Asian Women's Conference (Lahore, 1931) as a Transnational Feminist Moment"
Thursday, October 15	Sumita Mukherjee, "Herabai Tata and Sophia Dulap Singh, Sufragette Resistances for India and Britain, 1910–1920" Kate O'Malley, "Metropolitan Resistances: Indo-Irish Connections in the Interwar Period"

Week 8	Individual Meetings / Group Work
Tuesday, October 20	Evaluating Primary Sources
Thursday, October 22	
Friday, October 16	*** Primary Source Assignment ***
Week 9	The Politics of Partition
Tuesday, October 27	Guest Speaker: Dr. Jessica Namakkal Thomas and Barbara Metcalf, "The Crisis of the Colonial Order, 1919–1939" Sarah Ansari, "How the Partition of India Happened" Durba Ghosh, "After Chauri Chaura," in <i>Gentlemanly Terrorists</i>
Thursday, October 29	Alex Winder, "The "Western Wall" Riots of 1929: Religious Boundaries and Communal Violence" Penny Sinanoglou, "British Plans for the Partition of Palestine, 1929–1937" Julia Shatz, "A Politics of Care: Local Nurses in Mandate Palestine"
Week 10	Election / British Caribbean
Tuesday, November 3	No Class [Election Day]
Thursday, November 5	Christian Høgsbjerg, " 'A Thorn in the Side of Great Britain: C. L. R. James and the Caribbean Labour Rebellions of the 1930s" C. L. R. James, "Negro Movements in Recent Years"
Week 11	Race, Gender, and Class in the Imperial Metropole
Tuesday, November 10	Leslie James and Daniel Whittall, "Ambiguity and Imprint: British Racial Logics, Colonial Commissions of Enquiry, and the Creolization of Britain in the 1930s and 1940s" Laura Tabili, "Empire is the Enemy of Love: Edith Noor's Progress and Other Stories"
Thursday, November 12	Laura Tabili, "The Construction of Racial Difference in Twentieth Century Britain"

Laura Tabili, "[‘Keeping the Natives Under Control:’ Race Segregation and the Domestic Dimensions of Empire](#)"

Week 12	Black London
Tuesday, November 17	Marc Matera, <i>Black London</i> , Introduction, Chs. 1–3
Thursday, November 19	Guest Speaker, Marc Matera Marc Matera, <i>Black London</i> , Chs. 4, 5, 7
	*** Thanksgiving Break ***
Week 13	
Tuesday, December 1	Student Presentations
Thursday, December 3	Student Presentations
Friday, December 11	*** FINAL PAPERS ***