

History 256: Migration Histories in the British Imperial World

TTh 12:00–1:20 PM, Vollum 120



Agostino Brunias, *Linen Market, Dominica*, ca. 1780, Yale Center for British Art

Conference Leader: Radhika Natarajan, radhika.natarajan@reed.edu

Office Hours: Vollum 121, Thursday, 3–4 PM; Friday, 3–4 PM; and by appointment

The British Empire was built on migrations both forced and free, and in this course we will examine particular migration stories in wider imperial and global contexts. Some of the migrants that we will examine include settler colonists, enslaved persons, transported radicals, colonial officers, missionaries, merchants, and indentured and migrant laborers. The course will present a broad chronological survey of the British imperial world since 1700, paying attention to political, economic, social, and cultural dynamics.

The final project for this course will be a digital exhibition, collaboratively created by students.

Digital Humanities

In this course, we will engage with the methods and principles of digital humanities. The majority of the assignments are available digitally and the final project for the course is a collectively created digital exhibition. These digital resources, tools, and projects will help us

engage in the traditional task of the historian: the contextualization of particular objects in more general economic, political, and social circumstances to explain historical events and formations.

Digital humanities workshops are integrated into the course syllabus. They will be led by:

Angie Beiriger (L191)	Digital Assets Librarian Office Hours: Monday 3–4 PM, Friday 10–11 AM	beiriger@reed.edu
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Trina Marmarelli (ETC 219)	Director of Instructional Technology Services Office Hours: Thursday 10–11 AM, Friday 2–3 PM, and by appointment	marmaret@reed.edu
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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 bring enough to 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.

Computers in Class

You are required to bring a computer to class for all Digital Humanities workshops, and you may also need to bring your computer to class for ordinary conference meetings as the majority of our class readings are digital. If you do not have access to a laptop, please let me know and we will borrow one for you.

A conference is a collective experience and requires the active participation of all members. Together we will create a computing policy that balances use of computers with being present in our shared conversation.

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, 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

In addition to the assigned readings and conference discussion, the major work for this course will be the development of a digital exhibition. You will be asked to adhere to the best practices of asset management as well as demonstrate knowledge regarding the British Empire. This project contains five components.

Bio Page: Create a profile of yourself featuring a digital image and relevant metadata.

Item Page: Create an item page for your object with relevant metadata.

Exhibit Page: 2000 word essay on an object. The final draft of the essay will appear on the exhibit page, and will describe and analyze the object, contextualize it historically, and offer an argument about the object's significance. Building towards this essay, you will be required to write three subsidiary essays: an object analysis, a bibliographic essay, and a historiographical essay.

Group Page: The course is divided into five categories of migrants (settlers, enslaved Africans, colonial officials, indentured laborers, and metropolitan migrants). Each object belongs to one of these categories. The students whose objects are in the same group will collectively write a 2000 word essay introducing the main themes of the migrant category and relating the objects within the group to each other.

Exhibition main page: The class as a whole will collectively write a 2000 word essay that introduces the themes of the class and orients a viewer to the various categories and objects in the digital exhibition.

Required Texts

Samuel Selvon, *Lonely Londoners* (London: Penguin Books, 2006 [1956])

All other readings are on e-reserves, accessible via the course Moodle.

Week 1	Histories of Migration / Histories of British Empire / Digital Histories
January 24	Introduction
January 26	Alison Games, "Migration" Gary B. Magee and Andrew Thompson, "Overseas Migration"
BRITISH SETTLERS	
Week 2	Settler Colonialism as a Structure
January 31	Patrick Wolfe, "Settler Colonialism and the Elimination of the Native" James Belich, "The Non-Industrial Revolution"
February 2	James Belich, "Colonizations" DH Workshop: Introduction to Omeka, Introduction to Asset Management ** Assignment: bring a digital photo of yourself to class **
Week 3	Treaties in the settlement of New Zealand and North America
February 7	Anne Salmond, <i>Between Worlds</i>
February 9	William Colenso, <i>The Authentic and Genuine History of the Signing of the Treaty of Waitangi</i> Colin G. Calloway, ed., pp. 173–183 ** Bio Page Due **
ENSLAVED AFRICANS	
Week 4	Enslavement in Africa and the Middle Passage
February 14	Joseph Inikori, "Slavery in Africa and the Transatlantic Slave Trade" Oladah Equiano, <i>The Interesting Narrative</i> , Chapter 2 DH Presentation: The Item Set
February 16	Sowande Muskatem, <i>Slavery at Sea</i> Randy M. Browne and John Wood Sweet, "Florence Hall's 'Memoirs': Finding African Women in the Transatlantic Slave Trade"
Week 5	Plantation Life and the Possibility of Return
February 21	Richard Dunn, "Sarah Affir and her Mesopotamian Family" DH Presentation: Angie Beiriger, "Working with Data" ** Assignment: Choose an object **
February 23	Padraic Scanlon, "The Colonial Re-Birth of British Anti-Slavery"
COLONIAL OFFICERS AND MISSIONARIES	
Week 6	Missionaries and the Colonial Mission
February 28	Lata Mani, "Missionaries and Subalterns,"

William Stoughton, "The Baptist Mission in India, The Burning of Women", pp. 147–157

March 2 David Gilmour, *The Ruling Caste*
Emily Manktelow, "Missionary Children"

Week 7 Science and Women

March 7 Richard Drayton, "The professionals and the empire: the Hookers at Kew, 1841–73"
Annie Coombes, Intro & Chapter 1, *Reinventing Africa*

March 9 Antoinette Burton, "Contesting the Zenana"
Barbara N. Ramusack, "Cultural Missionaries, Maternal Imperialists, Feminist Allies"
** Draft Item Page Due **

SPRING BREAK

MIGRANT LABOR

Week 8 Indentured Journeys

March 21 Marina Carter, Chapters 1 & 2, *Servants, Sirdars and settlers*

March 23 Captain and Mrs. Swinton, *Journal of a Passage*
DH Workshop: Evaluating Omeka Sites
** Site Evaluation Exercise **

Week 9 Circulations

March 28 Sunil Amrith, "Tamil Diasporas across the Bay of Bengal"
Sana Aiyar, "Empire, Race and the Indians In Colonial Kenya's Contested Public Political Sphere, 1919–1923"

March 30 Lommarsh Roopnarine, "The Repatriation, Readjustment, and Second-Term Migration of Ex-Indentured Indian Labourers from British Guiana and Trinidad to India, 1838–1955"
V. S. Naipaul, "Prologue" and "East Indian," in *Literary Occasions*

Week 10

April 4 DH Workshop: Group Pages

April 6 Mae Ngai, "Chinese Gold Miners and the "Chinese Question" in Nineteenth-Century California and Victoria"

Hugh J. M. Johnston, "The Komagata Maru and the Ghadr Party: Past and Present Aspects of a Historic Challenge to Canada's Exclusion of Immigrants From India"

METROPOLITAN MIGRATION

Week 11

April 11 Rozina Visram, *Ayahs, Lascars, and Princes*
Caroline Bressey, "The Black Presence in England and Wales after the Abolition Act, 1807–1930"

April 13 Peter Fryer, *Staying Power*
Bill Schwarz, "Claudia Jones and the *West Indian Gazette*: Reflections on the Emergence of Post-Colonial Britain
** First Draft of Group Pages Due**

Week 12

April 18 Samuel Selvon, *Lonely Londoners*

April 20 *My Beautiful Laundrette*
DH Workshop: Collective Overview discussion

Week 13

April 25 Student Presentations

April 27 Student Presentations

May 5 ** Final Assignments Due—Bio Page, Item Page, Exhibit Page, Group Page, Exhibition Main Page **