

## Development: an Imperial History

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TTh 10:30–11:50, Library 203



An aerial view of the Kariba Dam between Zambia and Rhodesia, now Zimbabwe, circa 1965

Paul Popper/Popperfoto — Getty Images

Conference Leader: Radhika Natarajan, [radhika.natarajan@reed.edu](mailto:radhika.natarajan@reed.edu)

Office Hours: Vollum 121, Thursday, 2:00 pm–4:00 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 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

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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

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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

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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

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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

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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	Tony Ballantyne and Antoinette Burton, <i>Empires and the Reach of the Global, 1870–1945</i> , pp. 1–77
Week 2	The Third British Empire
February 3	Ballantyne and Burton, 79–181 Mrinalini Sinha, “Whatever Happened to the Third British Empire?: Empire, nation redux,” in Andrew S. Thompson, ed., <i>Writing Imperial Histories</i> , Manchester: Manchester University Press, 2013, pp. 168–187. *** MAP QUIZ ***
February 5	<i>East India (Progress and Condition). Statement Exhibiting the Moral and</i>

*Material Progress and Condition of India during the Year 1902–03. Thirty-Ninth Number.* [1904], pp. ii–iii, 49–72, 167–174, 190–191.

John Strachey, *India its Administration and Progress*, London: Macmillan and Co., 1903, pp. 123–131, 209–230, 490–506

Manu Goswami, “Envisioning the Colonial Economy” in *Producing India: From Colonial Economy to National Space*, pp. 73–102.

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Week 3                      The Ethnographic State

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February 10              John Strachey, *India its Administration and Progress*, London: Macmillan and Co., 1903, pp. 282–313.

Bernard Cohn, “The Census, Social Structure and Objectification in South Asia,” in *An Anthropologist Among the Historians and Other Essays*, pp. 224–254.

February 12              H. H. Risley, *The People of India: With 25 Illustrations*, Calcutta: Thaker, Spink & Co., 1908, pp. 108–153, 344–345, 398, plates III & IV; XIV & XV.

Nicholas Dirks, “Enumerating Caste: Anthropology as Colonial Rule” in *Castes of Mind: Colonialism and the Making of Modern India*, pp. 198–227.

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Week 4                      Expertise and Colonial Rule

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February 17              Timothy Mitchell, *The Rule of Experts: Egypt, Techno-Politics, Modernity*, 1–205.

February 19              Timothy Mitchell, *The Rule of Experts: Egypt, Techno-Politics, Modernity*, 209–303.

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Week 5                      Imperial Education

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February 24              Nirad C. Chaudhuri, “England” and “My Birth, Parents and Early Years” in *An Autobiography of an Unknown Indian* [1951], pp. 97–124, 129–178.

John Mackenzie, “Imperialism and the School Textbook” in *Propaganda and Empire: the Manipulation of British Public Opinion, 1880–1960*, pp. 173–198.

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

Anne Spry Rush, “Schooling Britons” in *Bonds of Empire: West Indians and Britishness from Victoria to Decolonization*, pp. 17–46.

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Week 6                      The Politics of Welfare and Development

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March 3                    James Vernon, “Hunger as Political Critique” in *Hunger: a Modern History*,

pp. 41–80.

Priya Satia, “Developing Iraq: Britain, India, and the Redemption of Empire and Technology in World War I,” *Past & Present* 197, 1 (2007): 211–55.

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

\*\*\* PAPER 1 DUE \*\*\*

Week 7 Maternal Health and the Scandal of Empire

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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

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

March 19 Mrinalini Sinha, *Specters of Mother India: The Global Restructuring of an Empire*, pp. 109–254

SPRING BREAK

Week 9 Gender, Family, Decolonization

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March 31 Lynn Thomas, “Mau Mau and the Girls who would ‘Circumcise Themselves’” in *The Politics of the Womb: Women, Reproduction, and the State in Kenya*, pp. 79–102

Tabitha Kanogo, “Becoming Kavirondo: Clitoridectomy, Ethnicity and Womanhood” in *African Womanhood In Colonial Kenya: 1900–1950*, pp. 73–103.

April 2 From E. R. Braithwaite, *Paid Servant* [1962], pp. 7–57.  
Jordanna Bailkin, “The Postcolonial Family? West African Children, Private Fostering, and the British State,” *Journal of Modern History* 81, 1 (2009): 87–121.

\*\*\* PAPER 2.1 DUE \*\*\*

Week 10	Colonial Officers and Experts
April 7	Joanna Lewis, "The Imperial Politics of Inclusion: Community Development and Social Engineering, 1948–1953," in <i>Empire State-building: War &amp; Welfare in Kenya, 1925–52</i> , pp. 298–359. 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." D. T. M. Girvan, <i>Working Together for Development</i> [1993], pp. xvii–xxi, 1–33, 52–57.
Week 11	Participation and Development
April 14	Julia Tischler, "Cementing Uneven Development: The Central African Federation and the Kariba Dam Scheme," <i>Journal of Southern African Studies</i> 40, 5 (2014): 1047–64. Joseph Hodge, "British Colonial Expertise, Postcolonial Careerism and the Early History of International Development," <i>Journal of Modern European History</i> 8, 1 (2010): 24–46.
April 16	Michael Jennings " 'Almost an Oxfam in itself': Oxfam, Ujamaa and development in Tanzania," <i>African Affairs</i> 101, 405 (2002): 509–30. Michael Jennings, " 'We Must Run While Others Walk': Popular Participation and Development Crisis in Tanzania, 1961–9," <i>The Journal of Modern African Studies</i> 41, 2 (2003): 163–87.
Week 12	The End of the Development Romance
April 21	Walter Rodney, <i>How Europe Underdeveloped Africa</i> , London: New Beacon Books, 1973, pp. 7–39, 223–310.
April 23	Frederick Cooper, "Writing the History of Development," <i>Journal of Modern European History</i> 8 (2010): 5–23. *** PAPER 2.2 DUE ***
Week 13	Student Projects
April 28	Presentations and Discussion
April 30	Presentations and Discussion
May 10	*** FINAL PAPER DUE ***