

History 336: The Aftermath of World War I in the British Empire

TTh 2:40–4:00 PM, Vollum 116



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

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

Office Hours: Vollum 121, Tuesday, 10:00 AM – 12:00 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 not entirely separate nor entirely 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.

The Honor Principle and Classroom Conduct

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

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, or can't stop by, 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 participation 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.
- Paper 1.1: 1–2 page prospectus for final paper including research question, bibliography, and potential archives.
- Paper 1.2: 2–3 page historiographical essay in preparation for the final essay.
- Paper 1.3: 12–15 page final paper.

Required Texts

The majority of the readings for the course are digital, with links from the e-reserves page of the course Moodle. There is one book 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. If you are having trouble accessing the texts, it is your responsibility to notify me ahead of class of problems with the links or texts.

Susan Pennybacker, *From Scottsboro to Munich: Race and Political Culture in 1930s Britain*

Recommended Supplementary Text: Jamie Bronstein and Andrew Harris, *Empire, State and Society: Britain Since 1830*

Week 1

September 1 Introduction, The British Empire on the eve of total war

September 3 Donald Fraser, *My Daily Journal*,
Vera Brittain, *Chronicle of Youth: The War Diary, 1913–1917*

Week 2

September 8 Santanu Das, "Experiences of Colonial Troops," <http://www.bl.uk/world-war-one/articles/colonial-troops>
Santanu Das, "Indian Sepoy Experience in Europe, 1914–18: Archive, Language, and Feeling"
David Omissi, ed., *Indian voices of the Great War: soldiers' letters, 1914–18*.

September 10 Franziska Roy, Heike Liebau and Ravi Ahuja ed., "Introduction," "Lost Engagements?," "German Perceptions of Enemy Colonial Troops," in *When the War Began We Heard of Several Kings: South Asian Prisoners in World War I*
*** MAP QUIZ ***

Week 3	Remembering the War
September 15	Thomas W. Laqueur, "Memory and Naming in the Great War" Jay Winter, "War Memorials and the Mourning Process," <i>Sites of Memory, Sites of Mourning</i>
September 17	Jay Winter, "Communities in Mourning," <i>Sites of Memory, Sites of Mourning</i> Jennifer Wellington, 'Narrative as History, Image as Memory: Exhibiting the Great War in Australia, 1917–41'
Week 4	Gender, Trauma and the World After War
September 22	Nicoletta Gulace, <i>The Blood of Our Sons</i>
September 24	Seth Koven, "Remembering and Dismemberment: Crippled Children, Wounded Soldiers and The Great War in Great Britain" Jon Lawrence, "Forging a Peaceable Kingdom: War, Violence and the Fear of Brutalisation in Post-First World War Britain"
Week 5	Colonial Violence
September 29	Priya Satia, "The Defense of Inhumanity: Air Control in Iraq and the British Idea of Arabia" Susan Kingsley Kent, "Reprisals in Ireland"
October 1	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"
Week 6	A New Humanitarianism
October 6	League of Nations, "Declaration of the Rights of the Child" Save the Children, "The Woman Who Saved the Children" Emily Baughan, "'Every Citizen of Empire Implored to Save the Children!' Empire, internationalism and the Save the Children Fund in inter-war Britain," <i>Historical Research</i>
October 8	Mrinalini Sinha, Donna Guy and Angela Woolacott, "Introduction: why feminisms and internationalism?," and Antoinette Burton, "Some trajectories of "feminism" and "imperialism"," <i>Feminisms and internationalism</i>
Week 7	Colonial Demands and Colonial Development
October 13	Michelle Tusan, "Writing Stri Dharma: International Feminism, Nationalist Politics, and Women's Press Advocacy In Late Colonial India" Madhu Kishwar, "Gandhi on Women" Muthulakshmi Reddi, <i>Autobiography</i>

October 15 David Hardiman, "An Alternative Modernity"
Recommendations of the West India Royal Commission
The Report of West India Royal Commission
Statement on Actions Taken on the Recommendations of the West India Royal Commission
*** Paper 1.1 DUE ***

Fall Break

Week 8 Colonial Administration and Welfare

October 27 Margery Perham, *Native Administration in Nigeria*
Lord Hailey, *African Survey*

October 29 Aaron Windel, "Cooperatives and the Technocrats; or, 'the Fabian Agony Revisited'" in *Brave New World: Imperial and Democratic Nation Building between the Wars*
From James Midgley, David Piachaud, eds., *Colonialism and Welfare: Social Policy and the British Imperial Legacy*

Week 9 Remaking Interwar Britain

November 3 Mark Swenarton, *Homes Fit for Heroes*
*** Paper 1.2 due ***

November 5 Susan Kingsley Kent, "The General Strike"
Susan Kingsley Kent and Marc Matera, "Flappers and the Igbo Women's War of 1929"

Week 10 Class and a New Social Order

November 10 Agnes Pearl Jephcott, *Girls Growing Up*
Selina Todd, "Breadwinners and Dependents: Working-Class Young People in England, 1918–1955"

November 12 Tom Hulme, "Putting the City Back into Citizenship: Civics Education and Local Government in Britain, 1918–45"
Ellen Boucher, "'Defective' Boys and 'Problem' Girls: Selection standards in 1930s Australia and Southern Rhodesia"

Week 11 Race and a New Social Order

November 17 Laura Tabili, *We ask for British Justice*

November 19 Hakim Adi, *West Africans in Britain*

Week 12 Black Cosmopolis

November 24 Marc Matera, *Black London*

November 26: Thanksgiving

Week 13 Race, Empire, Internationalism

December 1: Susan Pennybacker, *From Scottsboro to Munich*, 1–145

December 3: Susan Pennybacker, *From Scottsboro to Munich*, 146–274

Week 14

December 8: Student Presentations

December 14: Final Papers Due