

HISTORY 395
HISTORY OF GLOBAL DEVELOPMENT

WEDNESDAY 3:00-5:30
GILMAN 377

PROFESSOR CASEY LURTZ

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OFFICE HOURS: MONDAY 11:30-1:30

GILMAN 330G

This course takes the long view on the ideologies, theories, and practices of development. It seeks to help students define the various meanings of the term across time and space and interrogate how “development” has itself developed. We will also spend time thinking about how historians’ approach to the concept has shifted across time. While the class is global in scope, students will focus in on particular regions to help orient us in space and time. Moving back and forth between the global and the local, the class will seek to understand development as a set of relationships, ideas, and approaches. The final project for this course will provide space for students to explore a particular development project in the mode that best suits their own interests, via a research paper, a project assessment, a proposal for new work, or another form.

The class takes seriously recent calls to ground the history of development in deeper chronologies and broader geographies. We will begin with histories of the modes of thinking about nature, people, the state, and the economy that later provided the essential tools to development theorists and practitioners. We will then move into the ways in which some of those ideas were put into practice in both imperial and postcolonial settings in the 19th century. After looking at the pivotal moment of the Great Depression and World War II, we will examine how development evolved as a tool of decolonizing governments, U.S. Cold War strategists, and of non-aligned and socialist planners. Finally, we will turn to the ways in which people across the world challenged development models in the last decades of the twentieth century.

Course Readings

The following are available on reserve (ebooks have an *), used via Amazon or AbeBooks, and at the campus bookstore. All other materials are available through E-Reserves on Blackboard.

* Teresa Cribelli, *Industrial Forests and Mechanical Marvels: Modernization in Nineteenth Century Brazil* (New York: Cambridge University Press, 2016)

David Ekbladh, *The Great American Mission: Modernization and the Construction of an American World Order* (Princeton: Princeton University Press, 2010)

James Ferguson, *The Anti-politics Machine: “Development”, Depoliticization, and Bureaucratic Power in Lesotho* (Minneapolis: University of Minnesota Press, 1994)

* Daniel Immerwahr, *Thinking Small: The United States and the Lure of Community Development* (Cambridge: Harvard University Press, 2014)

* Priya Lal, *African Socialism in Postcolonial Tanzania: Between the Village and the World* (Cambridge: Cambridge University Press, 2015)

Timothy Mitchell, *Rule of Experts: Egypt, Techno-Politics, Modernity* (Berkeley: UC Press, 2002)

* Sigrid Schmalzer, *Red Revolution, Green Revolution: Scientific Farming in Socialist China* (Chicago: University of Chicago Press, 2016)

* Ernesto Semán, *Ambassadors of the Working Class: Argentina's International Labor Activists and Cold War Democracy in the Americas* (Durham: Duke University Press, 2017)

Assignments

Class attendance, discussion questions, and participation (25%)

This is a reading seminar. It will not work if you are not there and prepared to actively participate. Unexcused absences are not permitted and will result in a third of a grade deduction apiece. Missing more than three classes will result in a failing grade. If you know that you will be missing class for illness, an emergency, or other excused reasons, let me know in advance.

To facilitate discussion, you will **post 2 substantive discussion questions** about that week's reading to Blackboard every Tuesday.

I have complicated feelings about computers in class. They are often a distraction, but I also recognize that many of you are now reading digitally and are disinclined to purchase physical books or print out copies of articles. We will start the semester with a lenient attitude toward computers and tablets in class (no cell phones please!), but I will re-address the topic if technology becomes problematic.

Discussion leadership & regional orientation (25%)

Because this class jumps all over the place, we are going to rely on each other to orient us in space and time each week. You and a partner will be responsible for providing necessary context and starting class discussion once during the semester. You will begin the class with a brief introduction to the period and place in question, giving us the broad background the book we're reading might be lacking. Think of yourself as providing a background dossier for a diplomat, NGO leader, or politician – what would they need to know going into a conversation with the author of the book or the people that author is writing about? Alternately, think of it as a Wikipedia or CIA handbook page for the topic at hand. Your introductory presentation should not take too long (maybe 10-15 minutes), but you will be responsible for providing additional background information as needed throughout the rest of class. You should feel free to bring slides, handouts, or other materials if they will help us better understand wherever and whenever the book you are introducing concerns. You will also provide me with a written version of the information you provide, modeled on one of the above, complete with proper citations.

You will want to finish the reading for your week early in order to have the necessary time to figure out what kind of information will be helpful to your classmates and how to find it. The library session in the second week will help you find this information.

After your presentation, you will help me guide discussion among your classmates. You should come prepared with open ended questions about the reading for the week and some idea about what you think we should all talk about during the rest of class.

We will decide on a schedule for these assignments during the first week of class. I will give an example presentation in the second week of class and you will all critique it, after which we will jointly create some sort of rubric for evaluating this assignment. We will also jointly decide on the parameters for the written component.

Annotated Bibliography and Brief Final Project Description (10%) – Due April 5

Each week, we will spend part of class talking about the development projects you are thinking about evaluating for your final project. Early in the semester, we will draw examples from our reading to think about what your projects might do. As we move forward, I will expect you to start bringing your own ideas to supplement these discussions. We may create additional deadlines along the way to aid in this.

To keep us all on track, you will also submit a bibliography with at least 7 scholarly sources and brief annotations (less than 250 words) for those sources identifying the key arguments of the work and pointing to how you will use it in your final project. You will also provide a brief description of your final project, outlining what sort of project you intend to complete and how you plan to do so. I will meet individually with you the following week to discuss these bibliographies and project descriptions.

Final Project & Presentation (40%) – presentations April 24/May 1, project due May 1

The final project for this course is flexible and should be designed by you to suit your interests. While everyone's output may differ, here are some general guidelines to keep in mind. To start, you must pick a specific development project or initiative from some point in history (19th C to the present). Think something like anti-malarial campaigns in the Panama Canal zone, the Aswan dam or the TVA, the recently shuttered airport in Mexico City, anti-famine policy in independence era India, or the Grameen Bank micro finance programs in Bangladesh.

Your final project will use research in primary and secondary sources to evaluate the project and produce the equivalent of a 15-20 page paper. This can take the form of a policy analysis, a historical research paper, a podcast, a piece of longform journalism, a short documentary, a proposal to reboot the project, or any other form you can convince me demonstrates your research and analytical skills. It should be composed according to the norms of the form – find successful examples of this type of work you are completing and follow their lead. Whatever form it takes, your final project must include a bibliography of your sources, properly cited. You will present your final project during the last two class sessions in whatever way seems most appropriate to your work. These presentations should be 10-15 minutes.

Other Policies

Email and office hours

I respond to email during regular business hours (9am – 5 pm), Monday thru Friday. Allow 24 hours for a response. Please use proper formatting and address (I am Professor or Dr. Lurtz) when writing your email. It's good practice.

Come to my office hours – it's what they're there for. You do not need to have a specific question or concern, just come chat about how things are going.

Late work and drafts

Extensions are available, but only in advance of the due date. Unexcused late assignments will be docked a grade for each day they are late (e.g., an A becomes an A- becomes a B+). Back up your computers and use a cloud storage service like Dropbox, Google Drive, or JHBox – hard drive crashes do not excuse missing work.

I will read drafts, so long as they are received with ample time for comment and revision before the deadline. Students should plan on attending office hours to talk about drafts.

Accommodations

Accommodations will be made for those who need them. Please come talk with me early in the semester to discuss your needs. Any student with a disability who may need accommodations in this class should also obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Mental Health

Many students experience anxiety, depression, and other emotional challenges. Please be in touch with me if you need an extension, reschedule, or other adaptation of the course. If you would like to speak to a counselor, please visit the campus Counseling Center. Information is available on the Counseling Center's website:

<https://studentaffairs.jhu.edu/counselingcenter>

Academic Integrity

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

Report any violations you witness to the instructor. You may consult the associate dean of student conduct (or designee) by calling the Office of the Dean of Students at 410-516-8208 or via email at integrity@jhu.edu. For more information, see the Homewood Student Affairs site on academic ethics: (<https://studentaffairs.jhu.edu/student-life/student-conduct/academic-ethics-undergraduates>) or the e-catalog entry on the undergraduate academic ethics board: (<http://e-catalog.jhu.edu/undergrad-students/student-life-policies/#UAEB>)

Class Schedule

Week I: Writing a History of Development (January 30, 2019)

After class, skim the Hodge and poke around in the responses on Humanity's blog

Joseph Morgan Hodge, "Writing the History of Development," Parts I and II, *Humanity* Vol. 6, no. 3 (2015): 429-463 and Vol. 7, no. 1 (2016): 125-174

Roundtable on Joseph Hodge on *Humanity's* [blog](#)

Week II: Turning Nature & People into Facts & Numbers (February 6, 2019)

Fredrik Albritton Jonsson, "'Rival Ecologies of Global Commerce: Adam Smith and the Natural Historians.'" *American Historical Review* 115, no. 5 (Dec. 2010): 1342-63.

Michel Foucault, "Governmentality," in *The Foucault Effect*, ed. Graham Burcell et. al., p. 87-104

Renee Prendergast, "Knowledge and Information in Economics: What Did the Classical Economists Know?" *History of Political Economy* 39, no. 4 (2007): 679-712.

Week III: Pursuing Modernization beyond the Global North (February 13, 2019)

Teresa Cribelli, *Industrial Forests and Mechanical Marvels: Modernization in Nineteenth Century Brazil* (New York: Cambridge University Press, 2016)

Week IV: Colonial Expertise and Its Repercussions (February 20, 2019)

Timothy Mitchell, *Rule of Experts: Egypt, Techno-Politics, Modernity* (Berkeley: UC Press, 2002) – Introduction, Part I, and Part III

Introduction and Chapter Two, “A Development Laboratory” in Helen Tilley, *Africa as a Living Laboratory: Empire, Development, and the Problem of Scientific Knowledge* (Chicago: University of Chicago Press, 2011)

Week V: Economic Crisis and a New Language of Development (February 27, 2019)

Christy Thornton, “‘Mexico Has the Theories’: Latin America and the Invention of Development in the 1930s,” in *The Development Century: A Global History*, Stephen Macekura and Erez Manela, eds. (New York: Cambridge, 2018).

Ernesto Semán, *Ambassadors of the Working Class: Argentina's International Labor Activists and Cold War Democracy in the Americas* (Durham: Duke University Press, 2017)

Week VI: High Modernism and the Optimism of Planning (March 6, 2019)

David Ekbladh, *The Great American Mission: Modernization and the Construction of an American World Order* (Princeton: Princeton University Press, 2010)

James C. Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven: Yale University Press, 1998), Introduction

Week VII: Alternate Models of Growth (March 13, 2019)

Sigrid Schmalzer, *Red Revolution, Green Revolution: Scientific Farming in Socialist China* (Chicago: University of Chicago Press, 2016)

Week VIII: Questioning Development (March 27, 2019)

James Ferguson, *The Anti-politics Machine: “Development”, Depoliticization, and Bureaucratic Power in Lesotho* (Minneapolis: University of Minnesota Press, 1994).

Week IX: Gender, Family, & Development (April 3, 2019)

Priya Lal, *African Socialism in Postcolonial Tanzania: Between the Village and the World* (Cambridge: Cambridge University Press, 2015)

Week X: No class – sign up for office hours on April 8 to talk about final project

Week XI: What is Post-Development? Challenging Global Development (April 17, 2019)

Daniel Immerwahr, *Thinking Small: The United States and the Lure of Community Development* (Cambridge: Harvard University Press, 2014)

Week XII: Final Presentations I (April 24, 2019)

Week XIII: Final Presentations II (May 1, 2019)