This course explores the evolving concept of development and how it can serve as a means to execute, support, or justify various ideological, state, and geopolitical programs. Development is a notoriously vague concept. It can be synonymous with progress or simply social, cultural, or economic change. “Development” in this context describes an intentional action, not merely a “natural” process of social or economic evolution. We will not use the term as social scientists of the last century who sought to define a universal paradigm of “modernization.” Rather, the course will examine the multiple, changing, and contested meanings of the concept in different times and places by different historical actors.

Historically, the concept of development has been subsumed under a host of labels ranging from “civilization” to “modernization” to “globalization” and has been intimately connected with various imperial, ideological, political, or strategic projects. What were (and are) these projects? How did those advocating development view those they were seeking to “modernize?” How did modernization campaigns affect those targeted peoples and the wider environment? What ideals and dangers did modernization represent for individuals caught in the middle of rapid social change? How did (and do) some negotiate and contest programs of development?

ASSIGNMENTS

Class Participation (25%)  
Review Essays (35%)  
Class Presentation (15%)  
Presentation Essay (25%)  

Participation:
As this is an advanced course, participation is an indispensable part of your grade. Everyone is responsible for the core readings each week.

**Papers:**  
**Presentation Essay:** Each student must prepare a long review on one week’s topic. This will be a longer essay on a topic relating to the week’s theme that includes 3-5 other sources (books and/or articles) beyond those already assigned and drawn from your own library searches. Consult with the professor before starting work on your topic.

The essay should be 15-20 pages in length. Identify major issues and events historically and then describe some of the key debates, but be certain to include new perspectives and your own viewpoint on these matters. *Do not simply summarize that week’s course readings.* Remember, the class has read them too. Analyze them with an eye to provoking serious discussion.

In terms of format you might think of structuring your essay being rather like one of the better essays in the *New York Review of Books.* This means less a report on the readings at hand and more of an analysis of the topic that the readings engage.

Your essay will then be posted to the class discussion board and emailed where the rest of the class will read comment on the issues it raises.

**YOUR ESSAY SHOULD BE POSTED AND EMAILED TO THE CLASS NO LATER THAN 8 PM ON THE SUNDAY PRECEDING THE WEDNESDAY CLASS WHERE YOU ARE TO PRESENT**

In class you will present the main points of your essay and provide questions or ideas to provoke discussion (approximately 30 minutes).

You may, if you desire, revise and resubmit your essay, providing it is done within two weeks of the class meeting for which it was prepared. Students who present in the first part of the term will be given extended time for revisions.

In this cases where more than one student is presenting the week’s readings, those students are encouraged to coordinate their in-class presentations, but are expected to compose and post their own, unique essays and presentations.

**Review Essays:** Each week, all students are expected to post a short (2-3 page), thoughtful and substantive response to the issues raised in that week’s reading and the posted presentation essay. While the presentation essay will be the center point for the reviews, these responses should demonstrate your own individual engagement with the course reading for that week.

**REVIEW ESSAYS SHOULD BE POSTED NO LATER THAN 8 PM ON THE TUESDAY BEFORE WEDNESDAY’S CLASS DISCUSSION**

Students should be aware that elements of the course may change for various unforeseen reasons. You are responsible for keeping track of any changes. If you have any questions please contact the professor.
READINGS:

All readings are available through the library or course website. Books are available for purchase at the campus bookstore. Students are also encouraged to utilize online booksellers. Many selections are available on the course’s Trunk website. This status is specified in the synopsis.

Books Available for Purchase:

Jonathan Crush, ed. *Power of Development*
Michael Adas, *Machines as the Measure of Men*
Stephen Kotkin, *Magnetic Mountain*
William Easterly, *The White Man’s Burden*
Odd Arne Westad, *The Global Cold War*
James Scott, *Seeing Like a State*
J.R. McNeill, *Something New Under the Sun*
Michael Latham, *The Right Kind of Revolution*
Jeffrey Taffet, *Foreign Aid as Foreign Policy*
Nick Cullather, *The Hungry World*
Carol Lancaster, *Foreign Aid: Diplomacy, Development, Domestic Politics*
Jeffery Sachs, *Commonwealth*

COURSE SYNOPSIS:

Week 1
September 7
Course Introduction

Week 2
September 14
What is Development?


Week 3
September 21
“Civilizing” Missions: Development and Colonial Projects


Week 4
September 28
Modernization as Romance: The Ideological Experiment and Nationalist Ambitions

Kotkin, Stephen, Magnetic Mountain: Stalinism as Civilization, 27-146.
Sun Yat-Sen, The International Development of China, 3-14. [Trunk Website]
Bose, Sugata. “Instruments and Idioms of Colonial and National Development: India’s Historical Experience in Comparative Perspective” in Frederick Cooper ed. International Development and the Social Sciences, 45-63. [Trunk Website]

Week 5
October 5
Modernization: (Western) Modernity on the Landscape and in People’s Heads

Adas, Michael. Machines as the Measure of Men, 345-418.
Inkles, Alex, Becoming Modern, 3-35. [Trunk Website]
Latham, Michael, The Right Kind of Revolution, 10-35.
Cullather, Nick. The Hungry World, 11-71.

Week 6
October 12
A Development Contest?: The Cold War and U.S. Postwar Strategy

Westad, Odd Arne. The Global Cold War, 8-73. [Trunk Website]
Latham, Michael, The Right Kind of Revolution, 36-64, 123-156.

Week 7
October 19
Development as Politics

Taffet, Jeffrey. Foreign Aid as Foreign Policy, 1-93, 149-194.
Lancaster, Carol, Foreign Aid: Diplomacy, Development, Domestic Politics, 1-24, 62-211.

Week 8
October 26
The Environmental “Engine” of Development and Environmental Costs


Week 9
November 2
Modernization’s Crisis

Cullather, Nick. The Hungry World, 159-262.

Week 10
November 9
Critical Perspectives on Development and Modernity


Week 11
November 16
Globalization as Development? Development as U.S. Strategy?

National Commission on Terrorist Attacks Upon the United States, 9/11 Commission Report, 47-55.

Week 12
November 23
NO CLASS, Thanksgiving Break
Week 13
November 30
NO CLASS

Week 14
December 7
Development as Argument

Sachs, Jeffery, Commonwealth, 3-81, 205-339.
Sen, Amartya, Development as Freedom, 3-53. [Trunk Website]