

100.395 - History of Global Development

Spring 2024

Tuesdays, 1:30-4pm

Krieger 304

Professor Casey Lurtz (lurtz@jhu.edu)

Office Hours: Mondays 12:00-1:30pm

Gilman 330G or online

Sign up: <https://calendly.com/lurtz/office-hours>

Course Description

In preparation for an upcoming anniversary, a major global development agency has hired our research consulting group to prepare a report on the history of development and how it might shape the future approaches of the agency. By reading primary documents and academic scholarship, consulting with experts, and building a repository of resources, our group will compile a dossier of materials for the agency across the coming months.

Throughout the research period, members will engage deeply with the practices, ideologies, and policies of governments, individuals, and organizations who have sought to improve the material conditions of people throughout the world. We will look across time and region to think about the intersections between colonialism, racism, extractivism, anti-colonialism, nationalism, and more that shaped different moments in the history of development. Group members will be able to articulate historical trajectories in the definitions and practices of development and reflect critically on the actors involved.

Group members will also develop skills in historical research and verbal and written communication, practicing a variety of forms of professional writing and presentation from one-pagers and executive summaries to interviews and briefings. Our final product will be a collaborative project that brings together our research findings to present the agency with background materials and policy suggestions for future projects.

Grading

Participation (30%)

Every group member is an essential part of this research team. This project will only come to fruition with the ready contribution of all involved. Please arrive to our meetings prepared to take part in conversations

Fact Sheets (Weeks 2, 4, 5, 7, 10, 11, and 12) – Due Monday by 5pm (20%)

Lowest grade dropped or skip a week of your choice. Not required the week of your executive summary.

In each week with assigned readings, every group member will generate a 1-page fact sheet on the readings you complete. This fact sheet will serve in lieu of a traditional discussion post and

help with participation during our meetings. It should include basic information on the readings' authors, arguments, sources, and contributions. It should also include definitions of key terms introduced by the readings. Finally, it should conclude with points for discussion and connections to the broader topics under discussion for our final report.

Executive Summary & Expert Interview (Week 4, 7, or 11) – Written summary due Monday by 5pm, presentation and interview will take place in class (20%)

One week during the term, group members will work together to provide an executive summary of a book written by our guest expert visitor and then interview and facilitate a conversation with the expert. Group members will sign up for their slot during the first week of class.

The executive summary should provide the rest of the group with key information about the book, its primary arguments, scholarly contributions, necessary background, and source material. It should assume no familiarity with the material—other group members will have read a related article but not the book itself. Beyond summarizing the content and argument of the book, the executive summary should also include key takeaways for the larger group project, possible policy suggestions, etc. The authors of the executive summary will circulate the written version of their summary on Monday afternoon and then present their work to the rest of the group during the first hour of our meeting. They will then facilitate a conversation among their colleagues in preparation for a visit by the guest expert.

During the guest expert's visit, the authors of the executive summary will interview the guest and then moderate a conversation with the rest of the group. They should arrive prepared with 5-7 questions to ask the guest expert, questions related to methods, argument, takeaways, the broader development literature, etc., anything that will improve our understanding of the book and the expert's contributions and how they might fit into our larger project.

Each group should plan to meet with Dr. Lurtz the week ahead of their scheduled session. We will schedule these meetings once groups have been assigned.

Final Report Contribution & Presentation (Presentations Week 13 & 14, draft contributions due April 16 or 23, report due May 14) (30%)

We will decide on the components of our final report during the week before spring break. Each group member is expected to contribute equally to the final report, but contributions may take different forms. Group members will present a briefing on their contribution to the report in the last two weeks of the term. These presentations will include a 1–2-page briefing document as well as a 10-15 minute oral presentation. The final contribution to the report will be due before May 14 (with a specific deadline decided by the group in line with other final work) so that the group as a whole can edit and format the report for submission by May 14.

Policies

The following policies are designed to facilitate an accessible, equitable, collaborative, and productive semester for us all. These are strange times and I ask that we all be as accommodating, patient, and understanding as we can be while still moving forward with the work of this class. Please communicate with me if you need additional time, flexibility, or help. We will collectively establish a set of values and norms to guide discussion in the first week of class.

Email and office hours

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

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. Sign up if you know you need to chat, but also feel free to just drop by on Tues mornings.

Late work and drafts

Extensions are available, but only if requested 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 computer and use and use a cloud storage service like Dropbox, Google Drive, or OneDrive – 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 studentconduct@jhu.edu. For more information, see the Homewood Student

Affairs site on academic ethics: (<https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>).

Course Schedule

Week 1 - January 23 – Introductions and Our Brief

Week 2 - January 30 - Teams: Comparative Enlightenment

First hour: Team meetings

Second hour: Presentations & discussion

Everyone

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

And pick one set of readings:

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

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

Or

Paquette, Gabriel B. "State-Civil Society Cooperation and Conflict in the Spanish Empire: The Intellectual and Political Activities of the Ultramarine Consulados and Economic Societies, C. 1780–1810." *Journal of Latin American Studies* 39, no. 2 (2007): 263-98. doi:10.1017/S0022216X07002386.

Brockmann, Sophie. "Introduction," in *The Science of Useful Nature in Central America: Landscapes, Networks and Practical Enlightenment, 1784–1838*. Cambridge: Cambridge University Press, 2020.

Week 3 - February 6 – Case Study: Mexican Infrastructure Projects

In class research exercise

Week 4 - February 13 – Guest Expert: 19th Century Progress beyond Europe

First hour: Briefing by 19th C team leads

Second hour: Interview with Prof. Peter Lavelle

Lavelle, Peter B. *The Profits of Nature: Colonial Development and the Quest for Resources in Nineteenth-Century China*. Columbia University Press, 2020.

Lavelle, Peter B. "Tools for Overcoming Crisis: Agriculture, Scarcity, and Ideas of Rural Mechanization in Late Qing China." *Agricultural History* 94, no. 3 (July 1, 2020): 386–412. <https://doi.org/10.3098/ah.2020.094.3.386>.

Week 5 - February 20 - Teams: Second Age of Empire

First hour: Team meetings

Second hour: Presentations & discussion

Everyone

Zimmerman, Andrew. "A German Alabama in Africa: The Tuskegee Expedition to German Togo and the Transnational Origins of West African Cotton Growers." *The American Historical Review* 110, no. 5 (December 1, 2005): 1362–98.

<https://doi.org/10.1086/ahr.110.5.1362>.

And pick one set of readings:

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

Or

Mitchell, Timothy. "Introduction," and Chapter 3, "The Character of Calculability," in *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press, 2002.

Week 6 - February 27 – Case Study: Indian Famine and Anti-Colonialism

In class research exercise

Week 7 - March 5 – Guest Expert: Creating International Institutions

First hour: Briefing by International Institutions team leads

Second hour: Interview with Prof. Christy Thornton

Thornton, Christy. *Revolution in Development: Mexico and the Governance of the Global Economy*. Berkeley: University of California Press, 2020.

Thornton, Christy. "A Mexican International Economic Order? Tracing the Hidden Roots of the Charter of Economic Rights And." *Humanity Journal* 9, no. 3 (2019): 389–421.

Week 8 - March 12 – Planning Meeting

Week 9 - March 19 (NO CLASS – Spring Break)

Week 10 - March 26 – Teams: High Modernism and Its Critics

First hour: Team meetings

Second hour: Presentations & discussion

Everyone

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

And pick one of the following:

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

Or

Macekura, Stephen J. *The Mismeasure of Progress: Economic Growth and Its Critics*. University of Chicago Press, 2020. <https://doi.org/10.7208/9780226736440>. Selection TBA.

Week 11 - April 2 – Guest Expert: Nature as Resource

First hour: Briefing by Environment team leads

Second hour: Interview with Prof. Jennifer Eaglin

Eaglin, Jennifer. *Sweet Fuel: A Political and Environmental History of Brazilian Ethanol*. Oxford: Oxford University Press, 2022.

Eaglin, Jennifer. “More Brazilian Than Cachaça’: Brazilian Sugar-Based Ethanol Development in the Twentieth Century.” *Latin American Research Review* 54, no. 4 (December 2019): 927–43. <https://doi.org/10.25222/larr.28>.

Week 12 - April 9 – Teams: Community Development in Perspective

First hour: Team meetings

Second hour: Presentations & discussion

Everyone

Immerwahr, Daniel. “Introduction: Actually Existing Localism,” in *Thinking Small: The United States and the Lure of Community Development*, 1-14. Cambridge: Harvard University Press, 2015.

And pick one set of readings:

Lal, Priya. “Self-Reliance and the State: The Multiple Meanings of Development in Early Post-Colonial Tanzania.” *Africa: The Journal of the International African Institute* 82, no. 2 (2012): 212–34. <https://doi.org/10.1017/S0001972012000022>.

Lal, Priya. “Militants, Mothers, and The National Family: Ujamaa , Gender, and Rural Development in Postcolonial Tanzania.” *The Journal of African History* 51, no. 1 (2010): 1–20. <https://doi.org/10.1017/S0021853710000010>.

Or

Foss, Sarah. Chapter 4, “Chapter Four. Indigenista Community Development and the Counterrevolution, 1954-1960, and Chapter 5, “Operation Awaken: Guatemala's National Program of Community Development, 1960-1975,” in *On Our Own Terms: Development and Indigeneity in Cold War Guatemala*, 107-167. Chapel Hill: University of North Carolina Press, 2022.

Week 13 - April 16 – Briefings on Contributions to Final Report

Week 14 - April 23 – Briefings on Contributions to Final Report

Final report planning