The slow and uneven demise of the European empires brought the question of global economic inequality to the fore at the precise moment that American global power expanded dramatically. This course explores American responses to global economic inequality since the middle decades of the twentieth century, especially the emergence and transformation of development aid as a policy response. It examines the rapid succession of ideas about how to overcome that inequality: import-substitution industrialization; agriculture and Community Development; Women in Development; Basic Human Needs; entrepreneurship, and others. While the course readings focus on American policy, they also examine other western institutions concerned with development, including the United Nations and the World Bank, as well as the impacts of global development debates on American policies. In order to more fully understand the phenomenon to which American officials were responding, the course also offers strategic interventions from other perspectives, particularly those from the nations receiving American assistance.

This course examines the range of U.S. approaches to global inequality in the seventy-plus years since World War II. It is attuned to present-day debates, but seeks above all to situate American ideas and policies in their historical moment, showing how they were responding to the particular pressures of their own times. This, in particular, is the historian’s contribution to the study of an enterprise that has animated scholars from around the world and across the disciplines. While it will draw – in a highly targeted manner – from the contributions of anthropologists, economists, and political scientists, it is focused first and foremost on historians’ approaches to the topic.

The last fifteen years – and especially the last five – have seen an efflorescence of historical scholarship on the question of development aid in the United States and around the world. This course will draw on that literature while also introducing students to core documents/primary sources that reveal the concerns of historical actors from a variety of fields.

The following will be our principal texts for the course:

Dane Kennedy, Decolonization: A Very Short Introduction (2016)

A required coursepack will also be used for this course, as will electronic materials through LATTE and other LTS platforms. The coursepack can be purchased for $13 (exact change/small bills preferred) in the History Department office, Olin-Sang 215, during normal business hours.
**Learning Goals:** By the end of this course, students will have a deeper sense of the problem of global economic inequality as well as recent histories of American responses to that inequality. Through work on independent research projects, students will also develop mastery in one aspect of development aid. In the process, students will enhance their ability to conduct primary-source research, to interpret the materials, and to communicate them effectively in written and oral form. Ultimately, the course aims to teach students how to approach crucial present-day problems historically.

**Class sessions:** The course aims to meet these learning goals through discussion of readings and research, so all students are expected to participate in classroom discussion through Quick Response posts and in-class contributions. Since absence precludes participation, excessive absence will result an “E” for that portion of the course grade. In order to improve participation and reduce distractions, please note that laptops and other electronic devices are banned from classroom use without specific permission of the instructor. Since this is a four-credit course, students should be prepared to conduct nine hours of work per week outside of class sessions.

**Writing Assignments:** This course calls on students to complete a research paper on one element of the course topics of the student’s choosing. All of the written work in this course is designed to contribute indirectly or directly to a final project, to be summarized in a podcast “elevator pitch” and presented in a final paper. Classes and research tasks early in the semester will introduce students to the resources available for research and provide instruction in specific elements of research and writing. The final paper for the course will be long (15-18 pages) but will build on the full semester’s work – and full-time work on the research project for the last third of the semester. Given the importance of this project to the course, students should select their topics carefully, and in close consultation with the instructor. The project may focus on an individual country or region, an institution or agency, or an approach to development – anything whose history which offers an accessible source base ripe for analysis.

**Grading:** The final grade for this course will be determined according to the following weights:

- Participation (including Quick Responses) 35%
- Research Tasks (eight total) 25%
- Paper/Project 40%
  - Elevator Pitch/Podcast 10%
  - Paper Check-ins (three total) 10%
  - Final Paper (due 12/15) 20%

**Other Information:**
* If you are a student with a documented disability on record at Brandeis, and wish to have a reasonable accommodation made for you in this class, please see the instructor immediately.
* You are expected to be honest in all of your academic work. Please consult the resources on the Academic Integrity webpage (www.brandeis.edu/svpse/academicintegrity), which also outlines the procedures and range of sanctions for academic dishonesty. Commercial products may be used to verify originality.
* While every effort will be made to adhere to the syllabus, school closings and other unanticipated events may require changes. Any changes will be communicated through the course email and LATTE pages as well as during class. Students are expected to check their Brandeis email accounts daily for course updates.
* A graduate section of this course may be offered; please contact the instructor within the first week of classes.
Course Schedule


P = Primary Source

I. Introduction
F 9/1 – Introduction: The Problem of Development
P: That Touch of Mink (1962) - excerpt
P: Frantz Fanon, *The Wretched of the Earth* (1961), 96-106 – “Violence in the International Context”

T 9/5 – Visions of Backwardness and Progress
*HD*, chap. 3
P: J.V. Stalin, “The Results of the First Five-Year Plan” (1933), Parts I-II
P: M.K. Gandhi, *Hind Swaraj* (1938), chap. 6

F 9/8 – What Is Development?
*HD*, chap. 1
RESEARCH TASK: What Was Economic Development?

T 9/12 – Decolonization and the Reconfiguration of Inequality
IN-CLASS EXERCISE: Endnote Track-Back

II. The Postwar Moment and the Origins of U.S. Development
F 9/15 – The Discovery of Inequality
*CW*, chap. 1 [chaps. 2-3 for background]
*HD*, chap. 4
P: Harry S. Truman, Inaugural Address (1949)
P: Congressional discussion: Republican alternatives (1950)
RESEARCH TASK: Locating Historical Newspapers and Magazines

T 9/19 – Decolonization and the Aspirations of Equality and Prosperity
*RKR*, chap. 3
*HD*, chap. 5
P: Bandung Declaration (1955)
RESEARCH TASK: Using Primary Sources
F 9/22 – NO CLASS – UNIVERSITY HOLIDAY

T 9/26 – Inventing Development in the U.S.

RKR, chap. 2
David C Engerman, _The Price of Aid: The Economic Cold War in India_ (2018), chap. 2
P: G. Gray, _Report to the President on Foreign Economic Policies_ (1950), 8-19, 56-60

F 9/29 – Development as a Cold War Imperative

CW, chap. 4
RKR, chap. 2
P: Walt Rostow, “Marx Was a City Boy” (1955)
RESEARCH TASK: Locating Published (Primary and) Secondary Sources

T 10/3 – NO CLASS – BRANDEIS WEDNESDAY

F 10/6 – Instruments of Development

PLUS one additional article (assigned separately)
RESEARCH TASK: Evaluating Secondary Sources

III. The Heyday of Development

T 10/10 – Development as Diplomacy: The Kennedy Years - I

Michael Latham, _Modernization as Ideology_ (2000), chap. 1
RESEARCH TASK: Using Archives and _Foreign Relations of the United States_

F 10/13 – Development as Foreign Relations: The Kennedy Years - II

KENNEDY LIBRARY TRIP

T 10/17 – Development in Crisis

[Background: CW, chap. 7-8]
HD, chap. 7
P: Raúl Prebisch, _Change and Development: Latin America’s Great Task_ (1970), chap. 8
RESEARCH TASK: Literature Review

F 10/20 – Responses to the Crisis of Development

P: Perkins Cmte, _Development Assistance in the New Administration_ (1968), pp. 1-16
RESEARCH TASK: Database-o-rama: World Bank, USAID, ProQuest
T 10/24 – The New International Economic Order
*HD*, chap. 9
*RKR*, chap. 6 (pp. 167-175)
P: Declaration of a New International Economic Order (1974)
P: Documents on U.S. efforts at UN re NIEO - Kissinger speech, *FRUS73*:31#291
PAPER: TOPIC ENVELOPES DUE

IV. Rethinking Inequality since the 1970s
F 10/27 – Towards Neoliberalism
*RKR*, chap. 6 (pp. 175-182)
*HD*, chap. 11

T 10/31 – From Development to Globalization
*HD*, chap. 12
P: Muhammad Yunus, “Redefining Development” in *50 Years Is Enough* (1994), ix-xiii
IN-CLASS EXERCISE: Quantitative Evidence
PAPER: PROPOSAL DUE

F 11/3 – LIBRARY SESSION: Sources and Methods in Studying Development

T 11/7 – The Eclipse of Development?
*HD*, chaps. 13-15
Gregory Mann on NGO’s in Western Sahel - *Humanity* (2015)
Gregory Mann Interview - *Humanity* (2015)
P: UN, Millennium Development Goals

V. Research Lab
F 11/10 – LIBRARY SESSION: Podcast Primer

T 11/14 – RESEARCH LAB
CHECK-IN: Literature Review

F 11/17 – RESEARCH LAB

T 11/21 – RESEARCH LAB
CHECK-IN: Organizing Evidence
F 11/24 – NO CLASS – UNIVERSITY HOLIDAY

V. Research Symposium
T 11/28 – RESEARCH LAB
    CHECK-IN: Beginnings and Endings

F 12/1 – RESEARCH LAB
    ELEVATOR PITCHES DUE

T 12/5 – RESEARCH LAB

F 12/8 – RESEARCH LAB
    CHECK-IN: Non-Textual Material

T 12/12 (Final Exam Block – 9:30-12:30) – RESEARCH LAB

F 12/15 – FINAL PAPER DUE TO LATTE