

INTD 397 Section 1
History of Development

Professor Jacob Blanc
jacob.blanc@mcgill.ca

Class times 2:35-3:55pm
Wednesday and Friday
Macdonald Eng. Bldg. 280

Office Hours: 11a-12p, Wednesday and Friday, Leacock 627
By appointment: <https://calendly.com/jacob-blanc/prof-blanc-office-hours>
Email me if these two slots do not work for your schedule.

Teaching Assistant: Lucinda Higgins, lucinda.higgins@mail.mcgill.ca
TA office hours: xx, in Leacock 112

Course Outline

This course looks at the origins, context, and practices of development from a historical perspective. It locates the beginning of international development in colonial times and examines how ideas of economic progress and social welfare evolved from imperial settings to the UN system, and how it continued to spread to areas such as foreign aid, trade, and philanthropy. The course will examine relevant episodes in the conceptualization of international development such as interwar planning and social engineering, and Cold War modernizing missions and green revolutions. It will explore cases of development policies created by actors in the global north aimed at the global south, but it will give equal importance to the ideologies, practices, and networks developed within and between countries in the global south. Themes will include, among others, colonialism, gender, race, economic growth, poverty, geopolitics, multilateralism, foreign aid, south-south relations, philanthropy, and the environment.

Paying close attention to shifting institutional landscapes of development, and to continuity and change in the configuration of its actors and subjects, the course seeks to deepen and nuance our understanding of contemporary development practices. Questions we will ask include: how and why did development emerge and become a goal of policy and a tool of intervention? How have development ideas, policies, and practices been shaped by changing ideological or geopolitical imperatives? The goal of this course is to make students familiar with a wide range of cases spanning roughly the past 100 years, and to gain a familiarity with the historical trajectory of modern development practices.

Course Requirements

History and Practice Report (Due April 10): 30%

Midterm exam: 20%

Final exam: 30%

Attendance: 6%

Primary-source analysis: three x 4%, 12% total

ISID conference report: 2%

Primary Source Analysis, three x 4%, 12% total

In addition to the assigned weekly articles and chapter readings, students will also be provided with a list of primary sources. Each student will be required to write three short responses (min. of 300 words, max. of 500, double-spaced, 12-point font), which critically analyze the particular source.

More than just a summary of the information presented in the primary source, students must analyze its connection to the themes and events covered in class that week:

- Who produced the document? Why? Who was the intended audience?
- In addition to analyzing the meanings of the document itself, students must place it in dialogue with the themes for that week, including the assigned academic reading.
- How does the primary source deepen our understanding of the themes for the week? And if relevant, how does the source deepen our understanding of the course as a whole?

Technical requirements of this assignment include:

- The word count must be included at the top of the page.
- Minimum of 300 words and maximum of 500. No exceptions.
- The assignment must be submitted **prior** to the relevant lecture.

Submissions will receive only one of three potential grades: 85, 75, or 65. This corresponds to an assessment of *exceeds expectations*, *meets expectations*, or *does not meet expectations*.

Attendance, 6%

This is a lecture class with class-wide discussion built in. And because the course will cover a wide range of themes, contexts, and world regions, attendance is paramount. To ensure consistent attendance, our class will have the following protocol:

- A few minutes after class starts (to allow for those coming from far away), I will read out a short list of randomly generated names.
- If a student whose name is called is not in attendance, they will be docked one percentage point of their final grade.
- * If you arrived after the attendance exercise and your name was called, come tell me and I will mark you as 'here' for the week.

ISID conference report (2%)

On March 22, there will be no lecture, and instead all students must attend at least one session of the ISID annual conference taking place that day in the Thompson House Ballroom—the theme of this year's conference is "memory." To receive full credit for this assignment, students must submit two items:

1. A selfie of them in attendance at the conference
2. A short report (ca. 200-300 words) about the panel they attended, including how it relates to development.

History and Practice Report (Due 10):

How can history help inform current development practices? To help answer this question, you must write a report as if you were a historical consultant hired by a contemporary development organization.

First, you must choose one of the following four organizations as your “client:”

1. United Nations Development Program
2. The World Bank
3. The Gates Foundation
4. Canadian International Development Platform

Second, you must choose one of the following themes as the main focus of your report:

1. Gender
2. Poverty
3. Trade
4. Political sovereignty
5. Agriculture
6. Urban planning
7. Reproductive rights
8. Health
9. Energy
10. The environment

In a report of between 1,500 and 2,000 words, you must explain to the development organization how a historical perspective can help address contemporary challenges related to your chosen theme.

This requires that you:

- Show an awareness of the goals and structures of the development organization itself, e.g., you must also research the organization, so that your report is tailored to a particular audience.
- Draw on at least two historical examples; this can be from the course readings and lectures, or from your own outside research.
- Discuss the examples with an eye toward analyzing the policies that had been implemented, the rationale at the time for why those interventions were pursued, the challenges faced, and the results/consequences.
- The report must end with an outline of at least three policy recommendations, informed by your analysis of the historical case studies.

* Full details and criteria for the final assignment can be found on MyCourses *

A note on accommodations: because the topic and guidance for the writing assignment is given at the start of the semester, extensions will only be granted on an extremely rare basis, and for only a few days maximum, at the discretion of Prof. Blanc. Late papers will be marked down **5%** for each day late.

Course Materials

All required readings (and most further readings) are posted as pdfs on myCourses. All readings are also available through the library as a course reserve, an e-book/article, or in hard copy.

Academic Integrity

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). (approved by Senate on 29 January 2003) / “L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).”

Language

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.” (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.) / “Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).”

Il me ferait plaisir de vous adresser en français par courriel ou en personne.

Course Outline

Week 1: Introduction

F Jan 5. History, Practice, and Concepts of Development

Nick Cullather, ‘Development? It’s History. Research Note’, *Diplomatic History* 24, 4 (2000): 641-653.

Week 2: History of Development, Development as History

W Jan 10. Inventing Development, Conceptualizing Inequality

AR. Frederick Cooper, ‘Writing the History of Development’, *Journal of Modern European History*, 8, 1 (2010): 5-23.

F Jan 12. Post-Development? Post-Colonial, Post-Modern, and Feminist Critiques

- Rodney, Walter (1972) “Colonialism as a System for Underdeveloping Africa.” In *How Europe Underdeveloped Africa*. Washington, DC: Howard UP, ch. 6 part I.
- Said, Edward W. 1979. *Orientalism*. 1st Vintage Books ed. New York: Vintage Books. “Knowing the Oriental,” 31-48.

Week 3: Colonialism, Science, and the Civilizing Mission

W Jan 17. The Roots of Colonialism

David Arnold, 'Agriculture and "Improvement" in Early Colonial India: A Pre-History of Development,' *Journal of Agrarian Change*, 5, 4 (2005): 505-25.

Primary Sources:

Newspapers from colonial India:

- *The Baluchistan Gazette*, March 14, 1891
- *The Pioneer*, March 10, 1891

F Jan 19. Colonialism, Knowledge, and Power

Helen Tilley, *Africa as a Living Laboratory: Empire, Development and the Problem of Scientific Knowledge, 1870–1950* (Chicago, 2011): chapter 1, 31-68.

Primary sources:

- The Native Labour Question in South Africa, 1900
- Carl Peters, Lecture on the Future of Africa, 1897
- Emigration to Liberia, American Colonization Society, 1883
- Général Gallieni, Madagascar, *Chemins de fer, routes et sentiers*, 1900
- Marcus Garvey, Explanation of the Objects of the Universal Negro Improvement Association (1921)

Week 4: Colonialism and the Social Order

W Jan 24. Gender, Family, and Health

Burton, Antoinette, *Burdens of History: British Feminists, Indian Women and Imperial Culture* (Chapel Hill, 1994), ch 3, Female Emancipation and the Other Woman.

Primary Sources:

- "Behind the Purdah, the Lives and Legends of our Hindu Sisters," Milly Cattell, 1916
- "Hindoo Female Education," Priscilla Chapman, 1909
- The Diary of a Civilian's Wife in India, 1877-1882, by Mrs Robert Moss King
- "To the Girls at Home, From one of the Girls," 1888, Eva M Swift

F Jan 26. Religion and Morality

Daughton, J. P. 2006. *An Empire Divided: Religion, Republicanism, and the Making of French Colonialism, 1880-1914*. Oxford: Oxford University Press, ch 4, Silent Sisters in the South Seas.

Primary Sources:

- *Missionary Landscapes in the Dark Continent*, James Johnston, 1892
- *Life Of Mrs. Ann H. Judson, Late Missionary To Burmah; With An Account Of The American Baptist Mission To That Empire*, 1830
- Remarks On The "Tour Around Hawaii," By The Missionaries, Messers, Ellis, Thurston, Bishop, And Goodrich, In 1823

- “Evangelistic Efforts for the Women of India,” Mrs. M.E. Bissell, 1893

Week 5: Postwar Planning and Development

W Jan 31. Postwar Middle East

Norris, Jacob, “Development and Disappointment: Arab Approaches to Economic Development in Mandate Palestine,” in Cyrus Shayegh and Andrew Arsan, *The Routledge Handbook of the History of the Middle East Mandates* (New York, 2015): 275–90.

Primary Sources:

- W.E.B. Du Bois, “The African Roots of War,” 1915
- Palestine Railways, poster, 1922
- Palestine crafts and industries exhibition, poster, 1922
- With Allenby in Palestine, poster, 1923
- Carmel Oriental advertisement, 1925

F Feb 2. Postwar Latin America

Marino, Katherine M., Ch 1: “A New Force in the History of the World”, *Feminism for the Americas: The Making of an International Human Rights Movement* (Chapel Hill, NC, 2019), 13-39.

Primary sources:

- Abella de Ramírez, Basic Plan for a Vindication of the Rights of Women, 1906
- Ernestina A. López, What Feminists Stand for, 1910
- Paulina Luisi, A Call for Solidarity of the Sexes and Social Classes, 1936
- W.E.B. Du Bois, To the World (Manifesto of the Second Pan-African Congress), 1921
- W.E.B. Du Bois, Liberia, the League and the United States, 1933

Week 6: The Post-WWII Global Order

W Feb 7. Reconstruction, Underdevelopment, and the United Nations

Reinisch, Jessica, “Auntie UNRRA at a Crossroad,” *Past and Present* 218, (2013): 70-97.

Primary sources:

- Charter of the United Nations and Statute of the International Court of Justice, 1945
- United Nations Universal Declaration of Human Rights, 1948
- National Film Board, “Mexico Today,” 1947
- CEPAL documents:
 - o The social development of Latin America in the post-war period, 1963
 - o Economic Development in Latin America, sociological considerations, Echavarría, 1963
 - o The Textile Industry in Latin America, 1964

F Feb 9. Foreign Aid

Campbell-Miller, Jill. "Encounter and Apprenticeship: The Colombo Plan and Canadian Aid in India, 1950–1960," in Donaghy, Greg, and David Webster, eds. 2020. *A Samaritan State Revisited : Historical Perspectives on Canadian Foreign Aid*. Calgary: University of Calgary Press, ch 1, 27-52.

Primary Sources:

- Canadian House of Commons, May 15, 1952, relating to Plan Colombo.
- "US is Favorable to Colombo Plan. *Montreal Gazette*, February 21, 1951, pp. 10.
- "Three Plants Share India Aid Scheme," *The Windsor Daily Star*, September 25, 1952, pp. 3, 12.

Week 7: Global Finance and Multilateralism

W Feb 14. Bretton Woods and the International System

Helleiner, Eric. "Silences of Bretton Woods: Gender Inequality, Racial Discrimination and Environmental Degradation," *Review of International Political Economy*, 30:5, (2023): 1701-1722.

Primary source:

- Bretton Woods Attendees List
- Questions and Answers on the Bank for Reconstruction and Development, June 10, 1944
- Minutes of Executive Plenary Session, July 20, 1944
- First Meeting, Commission I, Purposes, Policies, and Quotas of the Fund, July 4, 1944

F Feb 16. Development Banks and Financial Organizations

Guest Lecture from Bart Edes (ISID Professor of Practice)

Goldman, Michael. *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*. New Haven, Yale University Press, 2005, ch 2, The Rise of the Bank, 46-99.

Primary sources:

Examples of World Bank loan documents

- World Bank, report on Bokaro-Konar Project Loan Application, 1950
- World Bank Loan Application report, Guayas Highway Project, 1954
- World Bank loan report, Burma Railway Project, 1956
- World Bank, Loan Agreement with Iran, 1957

Week 8: Development from and for the Global South

W Feb 21. South-South Visions

Prakash, Gyan and Jeremy Adelman introduction, "Imagining the Third World: Genealogies of Alternative Global Histories", introduction to *Inventing the Third World: In Search of Freedom for the Postwar Global South*, Bloomsbury Press, 2002, 7-27.

Primary sources:

- W.E.B. Du Bois, *Black Africa Tomorrow*, 1938
- "Report from the Chinese Foreign Ministry, 'The Asian-African Conference'", April 1, 1955, Bandung Conference
- Joint Declaration of the Developing Countries made at the 18th session of the General Assembly, 11 November 1963
- *Towards a New Trade Policy for Development*, aka The Prebisch Report, 1964
- *The UN Development Decade, proposals for action*, 1962
- *Charter of Algiers*, 1967
- *Black Panther News Vol 3, No. 18*, August 9, 1969. Issue on Algeria.
- *Lima Declaration and Plan of Action on Industrial Development and Co-operation*, 1975

F Feb 23. Decolonization and Independence

Lal, Priya, "Militants, Mothers, and the National Family: *Ujamaa*, Gender, and Rural Development in Postcolonial Tanzania," *Journal of African History* 51, 1 (2010) 1–20.

Primary Sources

- W.E.B. Du Bois, *The Realities in Africa: European Profit or Negro Development?* 1943
- W.E.B. Du Bois, *Colonies and Moral Responsibility*, 1946
- *The Voice of the All-African Convention*, 1948
- W.E.B. Du Bois, *Colonies as Cause of War: Address to the World Peace Congress, Paris*, 1949
- *A statement by the President of the All-African Convention*, 1950
- FRELIMO, "*Mozambique Liberation Front*" Constitution, 1962
- *American Committee on Africa, 1962 Report*
- *Ten Years Toward African Freedom*, 1964 bulletin
- *New perspectives on sub-Saharan Africa*, 1962 pamphlet
- CIA book review of Kwame Nkrumah *Neo-Colonialism, the Last Stage of Imperialism*, 1965
- *The Arusha Declaration, TANU*, 1967

Week 9: The Countryside

W Feb 28. Midterm

F March 1. Rural Development

Cullather, Nick. "Miracles of Modernization: The Green Revolution and the Apotheosis of Technology," *Diplomatic History*, 28, 2 (2004): 227-254.

Primary sources:

- 1968 speech from William S. Gaud coining the term "Green Revolution"
- Paarlberg, Don. *Norman Borlaug, Hunger Fighter*. U.S. Dept. of Agriculture. Washington: Foreign Economic Development Service, U.S. Dept. of Agriculture, 1970.

- Rockefeller Archive Center Photo Essay: Mexico and the Launch of the Green Revolution: <https://resource.rockarch.org/story/photo-essay-mexico-and-the-launch-of-the-green-revolution/>
- Digitized album documenting “Visit of Dr. N. Borlaug to Indian Institute of Horticultural Research,” Bangalore, India, August 1982: https://umedia.lib.umn.edu/item/p16022coll345:82751/p16022coll345:82506?child_index=0&facets%5Bsuper_collection_name_ss%5D%5B%5D=The%20Green%20Revolution&query=&sidebar_page=1
- “CIMMYT at 50: Keeping Our Commitments,” 2016
- International Bank for Reconstruction and Development, “An Appraisal of the Development Program of Mexico, Vol III, Annex II, Agriculture,” 1964.

Winter Reading Break: from March 4 to March 8

Week 10: Cities

W March 13. Planned Cities and Utopian Visions

Scott, James C. 2008. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, ch 4, “The High-Modernist City,” 103-146.

Primary sources:

- Ebenezer Howard Garden City design, 1898
- Lucio Costa's 1957 master plan for Brasília
- Photos and designs for Habitat '67
- PG Patankar, Plan for Underground Railway, Mumbai, 1963

F March 15: Construction and the Built Environment

Brownell, Emily. 2020. *Gone to Ground: A History of Environment and Infrastructure in Dar Es Salaam*. Intersections (Pittsburgh, Pa.). Pittsburgh, Pennsylvania: University of Pittsburgh Press, ch 3, 62-90.

Primary sources:

- World Bank, “Project for the Preparation of an Integrated Urban Program for Istanbul, Turkey, 1972,”
- Colonial Dar es Salaam District Book, 1948, observations on housing
- Colonial Dar es Salaam District Book, 1948, “What is a house?”

Week 11: Economists with Guns? The Militarization of Aid

W March 20. Foreign Aid and Counterinsurgency in Southeast Asia

Trisko Darden, Jessica. 2020. *Aiding and Abetting: U.S. Foreign Assistance and State Violence*. Stanford, California: Stanford University Press, ch 3: Indonesia, 45-62.

Primary sources:

- Telegram From the US Department of State to the Embassy in Indonesia, October 22, 1965
- Memo on National Security Council Meeting about Indonesia, August 9, 1967

F March 22. NO CLASS

Students must attend one session at ISID conference and submit short report

Week 12: Population and the Global Body

W March 27. Demographic Interventions

Guest lecture from Professor Isabel Pike (sociology, ISID faculty affiliate)

Bourbonnais, Nicole. "The Intimate Labor of Internationalism: Maternalist Humanitarians and the Mid-20th Century Family Planning Movement," *Journal of Global History* 17.3 (November 2022): 515-538.

Primary sources:

- Collection of bulletins, *News of Population and Birth Control*, published by the International Planned Parenthood, between 1952 and 1962
- UN Resolution establishing the UN Population Fund, 11 July 1967
- Birthing Reproductive Justice: 150 Years of Images and Ideas, online exhibit, <https://apps.lib.umich.edu/online-exhibits/exhibits/show/reproductive-justice>
- National Film Board documentary, 1995, "Who's Counting? Marilyn Waring on Sex, Lies and Global Economics": https://www.nfb.ca/film/whos_counting/

F March 29. Health on the Front Lines

Guest Lecture from Rachel Kiddell-Monroe, (ISID Professor of Practice)

Jean-Hervé Jézéquel, "Staging a "Medical Coup"? Médecins Sans Frontières and the 2005 Food Crisis in Niger," in Abramowitz, Sharon Alane, and Catherine Panter-Brick, eds. 2015. *Medical Humanitarianism: Ethnographies of Practice*. Pennsylvania Studies in Human Rights. Philadelphia: University of Pennsylvania Press, ch 6, 119-136.

Primary Sources:

- UN Resolution establishing the World Food Programme on an experimental basis, Dec 19, 1961
- Posters from Live Aid concert, 1985
- UNAID Summary Booklet of Best Practices, 2000
- MSF News Release on Peru Earthquake, 2001
- MSF News Release, supplies to Afghanistan, October 2001
- Examples of Straight Talk, NGO newsletters, Uganda, 2006-2009 (English and Luganda)

Week 13: Money without Borders

W April 3. Free trade

Trentmann, Frank. 2007. "Before 'Fair Trade': Empire, Free Trade, and the Moral Economies of Food in the Modern World." *Environment and Planning D: Society and Space* 25 (6): 1079–1102.

Primary sources:

- W.E.B. Du Bois, *A Cup of Cocoa and Chocolate Drops*, 1946
- EZLN Demands at the Dialogue Table, 1994
- Assorted documents related to WTO protests, Seattle, 1999
- Assembly of First Nations, "First Nations Trade Relations Overview," December 3, 2018
- Tina Ngata, "Lessons from Aotearoa: The Indigenous "exception" clause in Free Trade Agreements," February 2019
- "Fyffes Farms Exposed: The Fight for Justice in the Honduran Melon Fields," 2020

F April 5. Philanthropy

Singer, Peter. "Famine, Affluence, and Morality," *Philosophy and Public Affairs* 1 (1972): 229–243.

Primary sources:

- Peter Singer, "The Drowning Child and the Expanding Circle," *The New Internationalist*, April 1997.
- William MacAskill, "Introducing CEA's Guiding Principles," Effective Altruism online forum, March 2017.
- "Global Philanthropy Report: Perspectives on the global foundation sector," 2018
- Bill and Melinda Gates Foundation, *Overview Brochure*, 2010

Week 14: Climate Crises and an Uncertain Future

W April 10. Developing a Green Future?

Riofrancos, Thea. 2023. "The Security–Sustainability Nexus: Lithium Onshoring in the Global North." *Global Environmental Politics* 23 (1): 20–41.

Primary sources:

- Joseph Fourier, "General Remarks on the Temperatures of the Globe and the Planetary Spaces," 1824
- Roger Revelle, Testimony before the House Committee on Appropriations, February 8, 1956
- U.S. Central Intelligence Agency, "A Study of Climatological Research as It Pertains to Intelligence Problems," 1974
- "Acid Rain: An Increasing Threat," *New York Times*, Nov 6, 1979
- Proposed compensation offer, Union Carbide, March 1985
- Intergovernmental Panel on Climate Change, *First Assessment Report*, 1990
- Pope Francis, *Laudato Si' - On Care for Our Common Home*, 2016