

Third Worldism and the Politics of Development in the Americas

Professor Matthew Vitz

Thursday 12:30-3:20 HSS 6008

Office: H&SS 4063

Office Hours 10:30-12

This colloquium examines the origins and evolution of development discourse and politics in Latin America and will seek to understand revolutionary and Third Worldist challenges and accommodations to developmentalism. Our time period is roughly 1900 to the present, with a focus on 1945 onward. We will learn about the rise of development agencies, US foreign policy during the Cold War, dependency theory and the relationship between capitalism and development, as well as socialist, revolutionary and anti-imperialist alternatives. There will also be a week on recent neoliberal transformations of developmentalist thinking and indigenous responses to the paradigm of development within Latin America. This is a history course, and we will read and learn about plenty of history. But critical development studies lends itself to interdisciplinarity, and I am assigning texts by anthropologists, geographers, philosophers, political scientists, and literary critics who all have a profound historical sensibility.

This is a reading-intensive and discussion-heavy class. I will give short introductions to the topics we will discuss, but these introductions will primarily be composed of context and key themes. The vast majority of class sessions will be dedicated to discussing the readings. Therefore, the onus is on you to read carefully, take notes as you read, and engage with the texts (this means understanding the argument and preparing comments on the content—what you grasp and what you don't grasp as well). At the beginning of each session, each of you will give a comment or question regarding the readings with the purpose of stimulating debate and discussion. If you do these things effectively, you will learn a lot, and you will be able to think critically and in (I expect) radically new ways about Latin America, the relationship between the US and the rest of the world, and the politics of development. We will also set aside two weeks for research assignments, one individual and another collaborative. I do want to stress that your success in this colloquium will also, in part, be determined by your background knowledge in history, the humanities more generally, and Latin America specifically. This does not mean you have to be an expert in all of these, but it is beneficial to have taken at least one History class and at least one class on Latin America (whether it be in History, Sociology, Political Science, Literature, Anthropology, or History). If you have none of these, I suggest you come see me after class to discuss whether this is the right colloquium for you.

The readings and reading discussions are what will make this seminar a success and are a big part of what will make *your* performance in this class a success. Other assignments are equally important, however, for your grade. These are:

Group assignment: you will find a classmate with whom to collaborate on research about a particular development topic in Latin America. You will then present your findings in class and, that same day, submit a 4-5 page report that demonstrates critical engagement with your topic. This will be a kind of practice run for the larger individual paper assignment. More details to follow.

Individual assignment: You will select another development topic in consultation with me with the objective of writing a 10-12-page research paper. You will need to determine your topic by week 7; that week an annotated bibliography and topic description will be due. Final papers will be due at the end of exam week. Further details to follow.

Reaction Papers: For 4 of the weeks (you select the 4 weeks) you will be asked to write up a 1.5-page reaction paper, demonstrating that you have engaged with the readings critically and understood the main arguments and claims. I want to see you succinctly summarize the main arguments of the texts and evaluate them. This could mean (but is not limited to) exploring a theme in the text further, asking questions about what you don't understand, comparing texts of the same week or from preceding weeks, or questioning the method, motives, or evidence the author brings. Avoid responses that simply express your opinion. I want to see rational argument, critical thought, and, where you are making a claim, at least some evidence to support it. These papers are due by 6pm on Wednesdays.

Grading

Class Participation in Discussions: 30%

Reaction papers: 20% (5% each)

Group assignment: 15%

Final Paper: 35% (10% annotated bibliography, 25% written)

Colloquium Objectives

-Learn the history of development and how it weighs on our present

-Understand how the history of Latin America has been shaped by development philosophy and practice and gain knowledge about Latin Americans' responses to them. And understand how the contemporary politics of the region remains embedded in this past.

-Learn about how the U.S. government and the American people have come to perceive themselves through development philosophy and practice; that is, how development is fundamental to U.S-American identity

-Improve your critical reading, writing, and speaking skills

Readings

Some readings will be made available to you as PDFs. Others are books that you will be expected to purchase, rent, find online or check out from libraries on your own. Some of the readings are available online through Roger, and I will make a note of this whenever I can. I encourage the purchase of the following books from which we will be reading extensively (and which are not available as ebooks via Roger):

1. María Josefina Saldaña-Portillo, *The Revolutionary Imagination in the Americas and the Age of Development* (Duke, 2003)

2. Fernando Henrique Cardoso and Enzo Falleto, *Dependency and Development in Latin America* (Univ of California, 1979) (Note: if you find a pdf online of this, make sure it's this edition)

3. Michael Latham, *The Right Kind of Revolution, Modernization, Development and US Foreign Policy From Cold War to Present* (Cornell, 2010).

A few additional tips on reading. These tips will help you understand and digest the material, write an effective reaction paper, and participate productively in class. Ask yourselves the following questions before, during, and after reading each text:

1. Why did I assign this particular text?
2. What are the main arguments and claims?
3. What is the methodology and/or theoretical framework of this text? Is it effective and persuasive? What might be left out of these emphases and orientations?
4. How does this text compare with others from the week (in terms of problems, arguments, themes and method)? How does it compare with texts from past weeks? (select the ones in which comparison is most fruitful for you)
5. What is **my take** on the text? Where do I stand with the knowledge and experiences I bring? What is **my voice**?

Academic Integrity

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any

kind. You may work in groups or consult with other classmates for assignments, but all work in the end must be your own.

Plagiarism will not be tolerated. There are two kinds of plagiarism: copying the work of another person word for word (a sentence, part of a sentence or more) and the use of idea(s) that you do not attribute to its author with a citation). If I catch an act of plagiarism, I will consult with university authorities (The Academic Integrity Office). This could result in automatic failure of the class or the assignment, depending on the severity of the case, as well as additional administrative sanctions.

Accessibility

Students with disabilities enrolled in the course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, unless university assistance is needed to implement a requested accommodation.

Class Schedule (subject to change)

September 28: Course introduction and Historical Context

Development in Theory and Practice

Week 1: What Is Development?: The History and Politics of an Idea and a Practice

Antonio Escobar, *Encountering Development: The Making and Unmaking of the Third World* (California press, 2011): 3-20 (pdf)

James Ferguson, "The Anti-Politics Machine and Bureaucratic Power in Lesotho" *The Ecologist* vol 24 (1994): 176-81 (pdf)

M.P Cowen and R.W Shenton, *Doctrines of development* (Routledge, 1996): 3-59 (pdf)

Anibal Quijano, "Coloniality and Eurocentrism" in *Coloniality at large: Latin America and the Postcolonial Debate* (Duke, 2008): 181-224 (pdf)

Week 2: Latin America, the U.S., and Development Theories during the Cold War

María Josefina Saldaña-Portillo, *The Revolutionary Imagination in the Americas and the Age of Development* (Duke, 2003) 3-59

W.W Rostow, *Stages of Economic Growth: A Non-Communist Manifesto*, 1-35 (pdf)

Fernando Henrique Cardoso and Enzo Falleto, *Dependency and Development in Latin America* (Univ of California, 1979): preface, ch 1, ch 2, ch 3, ch 6, and conclusion

Michael Adas, *Dominance by Design: Technological Imperatives and America's Civilizing Mission* (Belknap, 2009): chapter "Imposing Modernity" (pdf)

Week 3: Development, International Capital, and U.S. Expansionism: Political Approaches

Michael Latham, *The Right Kind of Revolution, Modernization, Development and US Foreign Policy From Cold War to Present* (Cornell, 2010): chapters 1, 2, 4, and 5

Nancy Kwak, *A World of Homeowners: American Power and the Politics of Housing Aid* (Univ of Chicago Press, 2015): Introduction and chapter 4 (pdf)

Steven G. Rabe, "Alliance for Progress" in *Oxford Research Encyclopedia of Latin American History* (March 2016) Need UCSD VPN to access. DOI: [10.1093/acrefore/9780199366439.013.95](https://doi.org/10.1093/acrefore/9780199366439.013.95)

Select development topic and workmate

Week 4: Group Projects

Week 5 Development, International Capital, and U.S. Expansionism: Cultural Approaches

John P. Leary, *A Cultural History of Underdevelopment: Latin America in the U.S. Imagination* (Univ of Virginia, 2016): Introduction, chapter 2, chapter 6, and coda (available electronically on Roger)

Antonio Escobar, *Encountering Development*, chapters 2 and 3 (pdf)

Week 6: Development As State and Capitalist Projects

James Scott, *Seeing Like a State: How Certain schemes to improve the Human Condition Have Failed* (Yale, 1999): introduction, ch 3, and ch 4 (pdf)

Angus Wright, *Death of Ramón Gonzalez: The Modern Agricultural Dilemma* (Univ of Texas Press, 2005, revised edition): xi-86; and 188-221. (pdf)

Third Worldism, Revolutionary Alternatives, and the Tumultuous Politics of Development

Week 7: Third Worldism and the Cold War

Tanya Harmer, *Allende's Chile and the Inter-American Cold War* (UNC Press, 2014): introduction, chapters 1-3, 5, and 7 (available online on Roger)

Christy Thornton, "A Mexican International Economic Order? Tracing the Hidden Roots of the Charter of Economic Rights and Duties of States" *Humanity: An International Journal of Human Rights, Humanitarianism, and Development* 2018 (pdf)

Week 8: No class (Thanksgiving)

Week 9: Revolutionary Subjectivities

Saldaña-Portillo, *The Revolutionary Imagination*, chapters 3 and 4
María L.O Muñoz, *Stand Up and Fight: Participatory Indigenismo, Populism, and Mobilization in Mexico, 1970-1984* (Univ of Arizona Press, 2016): Introduction, ch 1, ch 2, and ch 5. (available online through Roger)

Film in class: *Memories of Underdevelopment* (1968)

Week 10: Neoliberal Transformations, Latin America's Left Turn, and Postdevelopment Alternatives

David Harvey, *A Brief History of Neoliberalism* (Oxford Univ press, 2016): Introduction, and chapters 1-4.

James Petras "NGOs In the Service of Imperialism" *Journal of Contemporary Asia* (1999): 429-440.

Greg Grandin, "Down from the Mountain" *London Review of Books* 39, 13 (June 2017) (May need UCSD VPN) DOI: <https://www.lrb.co.uk/v39/n13/greg-grandin/down-from-the-mountain>

One other Reading TBD.