HIST 357/457: Developing Latin America, Spring 2025

Tuesdays/Thursdays, (9:40 – 10:55am, Rush Rhees 456)

Prof. Molly Ball (she/hers), mollycball@rochester.edu

Office hours (Rush Rhees 449): W, 9 – 11am

*If you have a work or class conflict with these office hours, email to set up an alternate meeting time.*

**COURSE DESCRIPTION**

What does it mean for a country to be developed? Developing? Underdeveloped? And who decides what it means to be developed? To explore these questions over the course of the late nineteenth, twentieth, and twenty-first centuries, this upper-level seminar centers its focus on the ideological home of dependency theory, Latin America. We will explore how internal tensions manifested in competing local, regional, and national visions of development. We will examine how foreign interests, international humanitarian, and NGO goals intersected with and challenged Latin American efforts. Through weekly readings and a final, independent research paper, students will be challenged to rethink their understanding of development.

As this is a writing-intensive course and research seminar, you will have heavy reading load for this class that includes scholarly monographs and articles. By the end of the semester, you will produce a significant research paper based on primary and secondary sources that reflects the course themes and your interests. In class, we will discuss how and where texts dialogue with one another and we will also give careful consideration to primary sources and methodology. You are expected to come to class prepared to discuss and critique the readings and sources in a meaningful manner. Anticipate blocking off time each week not only to finish course readings, but also to work on your final research paper.

**COURSE OBJECTIVES**

* Engage and challenge timelines and topics related to development and developmentalism in modern Latin American history.
* Understand the role of historians in development studies.
* Feel comfortable conducting independent research, analyzing documents, and structuring a cohesive and well-written research project that engages primary and secondary literature.
* Gain a working understanding of the Rockefeller Archive Center, its structure, and related documents.
* Improve critical reading and writing skills, especially honing ability to respond to academic critiques and improve arguments.

**COURSE POLICIES**

Regarding full course policies, commitment to inclusion, expectations, please refer to the “Course Overview and Introduction” folder available on Blackboard.

**Commitment to inclusion:**The University of Rochester, this course, and I are committed to inclusion and welcome students of all backgrounds and abilities and to providing a quality education to all students, regardless of their race, sex, gender, or immigration status. Some available resources for students with DACA or undocumented status can be accessed at <http://www.rochester.edu/college/ccas/undergraduate/daca/index.html>.
Please reach out to me if there are circumstances affecting your ability to participate in class or your full participation in this course.

**Syllabus update statement:**

This syllabus will provide with a preview of what is coming. Any changes in schedule and readings will be updated in the BLACKBOARD. Please refer to blackboard for the most up-to-date information.

**Getting in touch with your professor:** The two most effective ways of reaching me are 1) coming to office hours and 2) emailing me (mollycball@rochester.edu).

* Office hours: If there is something specific that you would like to discuss during office hours, please send me an email ahead of time if you are able. If you cannot attend my office hours in person, you can request to connect via zoom. If you have a class or work conflict during my office hours, we can find an alternate meeting time.
* I check emails Monday - Friday before midday and Saturdays before the end of the day. I will answer your email within 48 hours.
	+ When writing an email, it is best to use Prof. Ball or Dr. Ball in the salutation.
	+ Remember to include your name when signing off (even if you're sending it via your cell).

**Course Design:**

A seminar class meets traditionally meets for 3 hours each week; however, in this seminar, we will be meeting twice a week. Even with the two-day format, this will be a discussion-based course. To facilitate discussion, I ask that you:

* Come to class on time ready to discuss the readings (and any questions posed ahead of time).
* By class time on TUESDAYS, students should come prepared to write down and submit two questions based on the assigned course readings. Questions can include a topic that you find of great interest, something that reminded you of other course readings, something that confuses or does not convince you, etc.. Make sure to include any appropriate page references to your questions. The questions that we do not get to on Tuesday will and can be included as a part of Thursday’s discussion.
* Starting in week 3 students will lead (or co-lead) discussion one THURSDAY during the semester. You will be able to use the questions from Tuesday, but you should also generate and post at least 2 new questions to blackboard covering the Thursday assigned readings by Wednesday night (11:59pm). You will sign-up for your session in week 2.

Contingency plan (should classes be online):

* The course time will be maintained, but we will all meet online during the scheduled period via zoom.

*Extra Hour Policy:* In accordance with the university’s credit hour policy, students are expected to spend an additional hour working on their writing journal or exploring digital archive sources (including, but not limited to the Rockefeller Archive Center). Each week (starting in week 3), students will submit an brief entry to blackboard to discusses their writing goals for the upcoming week and reflect on steps they took to accomplish their writing goals of the past week. Students are encouraged to join a writing group either through the Writing, Speaking & Argument program or with a friend/peer group.

Students are also encouraged to attend virtual or in-person events related to course content. These may include conferences, community events, film screenings, etc. Students are also welcomed to write about attendance at these events in their writing journal as an additional entry.

**Illness statement:**
There will be instances where illness might prevent you from coming to class. We will follow university guidelines related to illness. If you are clearly contagious or have tested positive for flu or COVID, you should not come to class. You should also send me an email letting me know that you will be absent.

*Missed material/assignments due to illness:*

* Unless illness prevents you from completing assignments, you are expected to keep up with and submit assigned work.
* In the event that you are not well enough or have an extenuating circumstance, please reach out to me as soon as possible so that discuss possible adjustments.

**Grading Rubric:**

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| HIST357 |
| Writing Journal | 5% | Weekly submissions to blackboard or physical journal by Friday starting in week 3. This can be a photograph of a written journal or a typed version. These will be evaluated on a √ √+ √- scale. |
| Attendance | 20% | This includes class attendance, active participation, submitting assignments (topic submissions in weeks 3 & 5), and leading discussion. Active participation includes submitting questions on Tuesdays and providing thoughtful and critical responses to your classmates’ and my questions. |
| Annotated Bibliography | 10% | The annotated bibliography will be submitted on February 27th. More details will be forthcoming, but you should aim for 10 – 12 potential secondary sources and a discussion of the RAC resources that you plan to use and any additional primary sources. |
| Outline & Abstract | 15% | The outline and preliminary abstract will be submitted on March 20th. For your outline, remember that for every A there is a B and for every 1 there is a 2. Your abstract should be 150 – 200 words. |
| Research paper | 40% | You will write an original 4,800- to 5,200-word research paper.[[1]](#footnote-1) You will submit a FULL rough draft of your final paper by Wednesday, April 9th. I will grade this as if it were your final paper. Based on my comments (as well as insight on your in-class presentations), you will need to revise and resubmit your final paper by May 1st. Failure to submit either a rough or final draft will result in an incomplete.  |
| Presentations | 10% | You will give 2 oral presentations of your research topic in the course. The first will be short (5-minute) presentations on February 25th. The second will be panel-style presentations during week 13.  |

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| HIST457 |
| Writing Journal  | 5% | See above. |
| Attendance | 15% | In addition to the requirements above, you will be expected to attend 3 graduate meetings to discuss additional readings and specific topics. These will be held in weeks 3, 6, and 11. |
| Pre-draft submissions (bibliography, outline, etc.) | 20% | You will submit a bibliography of at least 15 possible secondary sources on February 27th and should include at least one complementary primary source to the RAC records. On March 20th, in addition to the outline and abstract, you will submit a written historiography draft (roughly 1,000-1,500 words). A full rough draft will be submitted on Wednesday, April 9th. |
| Research paper | 40% | You will write an original 6,000- to 7,000-word research paper. You will have until May 6th to submit your final paper. When you submit your revision, you must also submit a revision response. See above for policies regarding grading and submission.  |
| Presentations | 5% | See above.  |
| Book reviews | 10% | You will submit 3 of 4 book reviews over the course of the semester. You must submit a review in week 3, but then may choose to submit a review in 2 of the following weeks: 7, 10, and 13. You will receive a style guideline in week two. The top priority in grading is demonstrating an analytical grasp of the assigned readings as well as improvement over the course of the semester. |

**Assigned Books:**

*All required books are available online through the library. Additional readings will be posted in blackboard. I find having a physical copy of the book incredibly helpful. If buying books is not possible for you budget-wise, you can apply to the Kelly Family History book fund, established to provide support for history course materials for students in need who are pursuing an undergraduate or graduate degree in history.* (all students can apply, but preference is given to history students)

Required:

1. Beatty, Edward. *Thechnology and the Search for Progress in Modern Mexico.* The Fletcher Jones Foundation Humanities Imprint. Oakland, CA: University of California Press, 2015.
2. Cribelli, Teresa. *Industrial Forests and Mechanical Marvels: Modernization in Nineteenth-Century Brazil*. New York: Cambridge University Press, 2016.
3. Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press, 2012. (there are multiple editions of this book)
4. Foss, Sarah. *On our Own Terms: Development and Indigeneity in Cold War Guatemala*. UNC Press Books, 2022.

Recommended: (although it is out of print)

Cueto, Marcos. *Missionaries of Science: The Rockefeller Foundation and LatinAmerica*. Philanthropic Studies. Bloomington, IN: Indiana University Press, 1994.

Graduate students:

1. Farjado, Margarita. *The World that Latin America Created: the United Nations Economic Commission for Latin America in the Development Era*. Vol 192. Harvard University Press, 2021.
2. Graduate students will be assigned one or two additional books based on their research interests.

**Class Schedule:**

Notes in this font denote class activities/assignments

**Notes in this script *or this script* denote something is due related to your research paper.**

(Instructions that only pertain to graduate students will appear in parentheses.)

Week 1: Development, Developmentalism, and Post-Development

**Wk 1 Questions to consider:** What leads to the increased influence of “development” in the 1950s?

Where and how does Latin America fit within global discussions of “development” and its merits?

What is the difference between development and developmentalism?

Jan. 21: Introductory meeting, goals, expectations

Jan. 23: Required readings: Arndt, H.W. *Economic Development: The History of an Idea*, chapter 2; Weinstein, Barbara. "Developing inequality." *The American Historical Review* 113, no. 1 (2008): 1-18.; Credo Reference, and Wolfgang Sachs. *The Development Dictionary: A Guide to Knowledge as Power*. Edited by Wolfgang Sachs. 2nd ed. London, England: Zed Books, 2021. <https://doi.org/10.5040/9781350225442>., “Introduction” and “Development.”

Weeks 2 & 3: Development and the Latin American Context

**Wk2 Questions to consider:** What were dominant ideas surrounding

development in the middle of the twentieth century?

What concerns did Latin Americans have and how did those concerns

compare to ideas originating from the Global North?
What other terminologies do you think a new edition of
*The Development Dictionary* would include or exclude?

Jan. 27: Arturo Escobar, *Encountering Development*, chapters 2 and 3; Choose an additional term or two from the[*Development Dictionary*](https://www.bloomsburycollections.com/monograph?docid=b-9781350225442)

Jan. 29:The Prebisch Manifesto – English version: <https://archivo.cepal.org/pdfs/cdPrebisch/002.pdf>; Spanish version: <https://repositorio.cepal.org/server/api/core/bitstreams/f9d49ebe-08df-4647-a848-1e7615f5f5bc/content>; Thornton, Christy, Stephen J. Macekura, and Erez Manela. "‘Mexico Has the Theories’: Latin America and the Interwar Origins of Development." *The development century: A global history* (2018): 263-82.; Kalra, Vidhi, “Rostow’s Stages of Economic Growth” <https://youtu.be/NLqtCF89rFU?feature=shared>;

**Wk3 Questions to consider:** How does the CEPAL impact global development projects?

How does CEPAL interact with local & national governments?

Pan-American, international organizations, etc.?

Feb. 4: Farjado, Margarita. *The World that Latin America Created*, chapters one or two; Margarita Fajardo, CEPAL, the “International Monetary Fund of the Left”? The Tale of Two Global Institutions, The American Historical Review, Volume 128, Issue 2, June 2023, Pages 588–615, <https://doi.org/10.1093/ahr/rhad226>
***Preliminary topic ideas discussed in class.***

Feb. 6: Introduction to & exploration of the Rockefeller Archive Center (RAC)

Optional reading: “Address by Former VP Hubert H. Humphrey at Investiture Ceremonies” Rehovot, Israel, <http://www2.mnhs.org/library/findaids/00442/pdfa/00442-03037.pdf> *– about the Weizman Institutute – available the H.Humphrey speech collection at the Minnesota Historical Society –* [*collection 00442*](http://www2.mnhs.org/library/findaids/00442.xml)*.*

**Your first writing journal activity is due by Friday at 11:59pm.**

(Grad students should complete Farjado’s *The World that Latin America Created* by Tuesday.
 Book review due 2/9/25.)

Weeks 4 & 5: Health and Nutrition

**Wk4 Questions to consider:** What role did the international and philanthropic organizations like the Rockefeller Foundation, the Pan-American Health, and the World Health Organization
play in defining national “development” priorities?
What different styles of development approaches emerged and proved successful in Latin America?

Feb. 11: Cueto, Marcos. *Missionaries of Science: the Rockefeller Foundation and Latin America*, selection;

**Topic and top 3 secondary sources submitted at the start of class.;** Pires-Alves, Fernando A, and Marcos Chor Maio. “Health at the Dawn of Development: The Thought of Abraham Horwitz.” *História, Ciências, Saúde--Manguinhos* 22, no. 1 (2015): 69–93. <https://doi.org/10.1590/S0104-59702015000100005>. – *also available in Portuguese*.

Feb. 13: Escobar, *Encountering Development*, chapter 4; Morgan, Murray. *Doctors to the World*. New York. NY: the Viking Press, 1958: pp. 117 – 143.

**Wk5 Questions to consider:** To what extent did local “experts’” ideas, goals, and initiatives coexist
alongside and interact with external development and developmental currents?
What were the keys to successful initiatives?

Feb. 18: Pohl-Valero, Stefan. “The Scientific Lives of Chicha: The Production of a Fermented Beverage and the Making of Expert Knowledge in Bogotá, 1889–1939.” *Osiris (Bruges)* 35 (2020): 204–27. <https://doi.org/10.1086/709127>.; Article on infant and maternal health TBD.

Feb. 20: There is no formal class today. Spend this time working on your annotated bibliographies and completing your library activity sheet.

Weeks 6 & 7: the Local Context

**Wk6 Questions to consider:** How does an historical approach to development differ from other disciplines connected to development studies?
How did the Cold War impact the history of development in Latin America?

Feb. 25: *Mini-presentations of topics and proposed research plan/topic*

Feb. 27: Excobar, *Encountering Development*, chapter 5; Foss, *On our Own Terms*, introduction and chapter 1

**Annotated bibliography submitted at the beginning of class.**

**Wk 7 Questions to consider**: How did local actors engage state-led initiatives?

What can the close local perspective provide that a macroperspective cannot and vice versa?

Mar. 4: Foss, *On our Own Terms*, chapters 2-4

Mar. 6: Foss, *On our Own Terms*, chapters 5-7, conclusion

Week 8: Spring Break

Mar. 11 & 13: Spring break – You will not have any official assignments over spring break; however, you should have made headway on your research by the end of this week (you are welcome to make that headway before break and take the break you deserve.). I would like for you to think about the following in preparation for writing and to get us started back after spring break.

**Spring break Questions to consider:** Of the articles and books we have read, what is your favorite organizational structure thus far? Why are articles organized differently from books?

Weeks 9, 10, & 11: Genealogies of Development

**Wk 9 Questions to Consider:** Can we speak of development and developmentalism in the 19th Century? What alternate terms should we be aware of or prioritize? How does land feature into projects to *aperfeioçar*?

Mar. 18: Cribelli, Teresa. *Industrial Forests and Mechanical Marvels*, preface, chap. 1-3

Discussion of organizational structure.

Mar. 20: Cribelli, Teresa. *Industrial Forests and Mechanical Marvels*, chap. 4-6, conclusion

**Submit your outline and abstract. (Graduate students also submit historiography section.) Pick a reward that you will give yourself for submitting your rough draft on time and share it in your writing journal if you feel comfortable doing so.**

**Wk 10 Questions to consider:** What does Beatty point to as the most important dependency that developed?
Do you agree with his rationale? Is this a revisionist view of dependency theory?

Mar. 25: Beatty, Edward. *Technology and the Search for Progress in Modern Mexico*. Intro, Parts 1 & 2.

Mar. 27: Beatty, Edward. *Technology and the Search for Progress in Modern Mexico*. Part 3, conclusion.

**Wk 11 Questions to consider:** What other local contexts or concepts should be considered related to development?

Apr. 1: Escobar, *Encountering Development*, chap 6. (catch-up on Beatty and Cribelli)

Apr. 3: Individual research meetings. You will sign up for these meetings in Week 10.
(Additional graduate student meeting. Second book review due – books will be chosen based on annotated bibliography.)

Weeks 13, 14, & 15: Project-intensive weeks

Apr. 8: There will be no class today. Use this time to work on and submit your FULL rough draft.

**A full copy of your rough draft and a revised abstract should be submitted by Wednesday, April 9. You will not have any assigned readings this week, but you should be working on your presentations.**

Apr. 10: *Peer editing. Bring in 2 to 3 pages of a section of your rough draft that you would like to have a peer review. We will switch and provide feedback during class.*

Submit the scholarly article, chapter, or reference from your research that you would like for your classmates to read and review in week 14.

Apr. 15: Your suggested reading list.

Apr. 17: Your suggested reading list.

Apr. 21: Presentations

Apr. 24: Presentations

Apr. 29: *The Development Dictionary* revisited.

May 1: **Revised draft due for undergraduate students by start of class on May 1.**

Final course reflection

May 6: **(Revised draft and revision explanation due for graduate students by 10pm.)**

Graduate student addendum:

We will schedule meetings during weeks 2, 6 and 11. In addition to a discussion of additional texts during these meetings, we will discuss your goals (week 2), brainstorm possible additional secondary sources, journals, and discuss historiography via keywords (week 6). In week 11, in addition to book discussion, we will discuss conferences and presentation styles.

1. Notes count toward the final word count, but tables, charts, figures, and bibliography do not. A 5,000-word paper is roughly 18 – 20 pages. A 6,500 – 7.500-word paper is a good length for a journal article or chapter submission. [↑](#footnote-ref-1)