Catalog description: Discusses the roles of science and technology as instruments of social control and of social change in development and modernization.

This course will deal with the transnational circulation of knowledge in the 20thC. It will combine theoretical reflections with case studies. Its aim is to stimulate analyses of how science and technology were used to project power abroad, with particular though not exclusive reference to the U.S.

When reading texts students need to ask: who are the key actors? What exactly is the knowledge that is circulating 'across borders' and what power relationships are at play in that process i.e. who is passing it on, who are they passing it on to? Is that 'other' an 'empty vessel' or is there some sort of negotiation/reshaping of the knowledge happening? Is it sought by or imposed on the ‘other’? What interests do the two poles of the dyad have in knowledge circulation? The most important general learning outcome is that students never again take the circulation and dissemination of knowledge for granted: it is a negotiated process, often embedded in asymmetric power relations that determine what is shared and what denied between nodes in a network.

Class attendance is obligatory. To participate in class each student must submit 3-5 bullet points each week at least two hours before class starts. These bullet points are essentially quotes of 3-5 lines from the readings that the student brings to class for further discussion.

Evaluation
The final grade comprises two components.
1. 60%: a final written exam in the form of a take-away paper to be submitted by midnight on May 5.
2. 40%: an open-ended but focused team project on Afghanistan with individual components evaluated along different axes—written work, poster presentation, powerpoint presentation, documentary-type film, etc.

January 12 General Introduction

January 19 The Global ‘Diffusion’ of Science and Technology


David Arnold, The Tropics and the Travelling Gaze. India, Landscape and Science. 1800-1856 (Seattle: University of Washington Press, 2006), Introduction, Chapter 5 (Provided by JK.)
Kapil Raj, *Relocating Modern Science, Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900* (Palgrave Macmillan, 2007), Introduction, Chapters 1, 2, 6 and Conclusion

**January 26. Transnational History**


**February 2 High Modernism**


**February 9 Making Latin America Legible**


**February 16 Imperialism and Africa**


February 23 Science, Technology and Soft Power


March 2 Modernization and Development


March 9 Community Development

Daniel Immerwahr, Thinking Small. The United States and the Lure of Community Development (Cambridge, MA: Harvard University Press, 2015), chapters 1-3, Epilog

Tania Murray Li, The Will to Improve. Governmentality, Development and the Practice of Politics (Durham NC: Duke University Press, 2007), Introduction, Chapter 1, Chapter 7, Conclusion.

March 16 The Green Revolution


Nicole Sackley, "Foundation in the Field. The Ford Foundation’s New Delhi Office and the Construction of Development Knowledge," in John Krige and Helke Rausch, eds. American Foundations of World Order in the Twentieth Century (Vandenhoeck and
March 23 NO CLASS Midterm Break

March 30 – April 20 Group Project on Afghanistan
*The following lists a few texts to help orientate you in this project. We will collectively develop the reading list in class.*


Hugh Gusterson, “Human Terrain: Is Resistance Futile?”, paper on anthropologists and the U.S. forces in Afghanistan, presented in Copenhagen, 2011 (Provided by JK.)


**April 24** MONDAY at 4pm (TBC) Presentation of Afghanistan Project Findings to HSOC Community

**April 27** Summing up and distribution of final exam paper to be submitted by midnight May 5.