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 The Global ‘Diffusion’ of Science and Technology


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 19. Transnational History**


**January 26 High Modernism**


**February 2 Making Latin America Legible**


**February 9 Imperialism and Africa**


**February 23 Modernization and Development**


**March 2 Community Development**


**March 9 The Green Revolution**


**March 16 Nuclear Power**


**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.