

Studies in Latin American and Spanish History, Volume 6

Series Editors: Scott Eastman, Creighton University, USA & Vicente Sanz Rozalén, Universitat Jaume I, Spain

This series bridges the divide between studies of Latin America and peninsular Spain by employing transnational and comparative approaches that shed light on the complex societies, cultures, and economies of the modern age. Focusing on the cross-pollination that was the legacy of colonialism on both sides of the Atlantic, these monographs and collections explore a variety of issues such as race, class, gender, and politics in the Spanish-speaking world.

TEACHING MODERNIZATION

Spanish & Latin American Educational Reform in the Cold War

Edited by Óscar J. Martín García & Lorenzo Delgado Gómez-Escalonilla

Teaching Modernization fills a gap in Cold War scholarship by examining the impact of US modernization theory and developmentalist thinking on educational reform in Hispanic countries. The coherent contributions to this volume, based on thorough research and new archival material, give original accounts of the intricacies of US intellectual, political, and financial support for educational reform.

Tobias Rupprecht, University of Exeter

This interesting study provides an in-depth analysis of educational reforms in Spain and Latin America by interpreting these processes within the wider context of modernization during the 1950s and 1960s. In particular, it traces the efforts of the United States to promote global policies that would lead to economic growth, social stability, and a rejection of communist alternatives.

Giles Scott-Smith, Leiden University

In the 1960s and 1970s, the educational systems in Spain and Latin America underwent comprehensive and ambitious reforms that took place amid a “revolution of expectations” arising from decolonization, global student protests, and the antagonism between capitalist and communist models of development. Deploying new archival research and innovative perspectives, the contributions to this volume examine the influence of transnational forces during the cultural Cold War. They shed new light on the roles played by the United States, non-state actors, international organizations, and theories of modernization and human capital in educational reform efforts in the developing Hispanic world.

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