



Universitat de Lleida

DEGREE CURRICULUM
SOCIAL HISTORY OF AMERICA

Coordination: BRETON SOLO DE ZALDIVAR, VICTOR

Academic year 2018-19

Subject's general information

Subject name	SOCIAL HISTORY OF AMERICA			
Code	100087			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in History	3	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	BRETON SOLO DE ZALDIVAR, VICTOR			
Department	ART HISTORY AND SOCIAL HISTORY			
Teaching load distribution between lectures and independent student work	For each of the classes, the student must have worked at home a mandatory text (an article of an average of 20 pages in length). In the final part of the class a debate will take place between the teacher and the student about the theses of each text in relation to the topic dealt with in the classroom.			
Important information on data processing	Consult this link for more information.			
Language	Spanish and Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BRETON SOLO DE ZALDIVAR, VICTOR	breton@hahs.udl.cat	6	

Learning objectives

It is impossible to think of a Social History of America without defining what aspects, from what perspectives and for what purpose you want to plan teaching, given the potential immensity of such a subject. Taking into account that it is a subject to be taught within a History degree, with six credits that are translated, more or less, into two weekly classes of an hour and a half duration over fifteen weeks. Considering those limitations, the fact that it is an elective subject for third-year students (which, therefore, will have already gone through the compulsory economic anthropology in second year), the disciplinary affiliation of the teacher and the fact that I think it can not be waived to give feedback to teaching with research, I present the following teaching proposal, which I have entitled Development and sub-agendas in contemporary Latin America.

It is very common in the conventional programs of this type of subject to present a more or less ambitious panorama from the perspective of political history, regional history, economic history or the hybrid variants imaginable between these categories, in such a way that, in many senses, the "social" is reduced to a qualifier most of the time lacking substantive content. In this proposal I have tried to avoid that risk and I have opted to offer a trans and interdisciplinary reading of the contemporary history of Latin America (first important milestone), trying to combine the reading of the great development models tested since independence with the answers generated, at local and regional level, from the subaltern sectors. The program is imbricated, therefore, with the preceding Economic Anthropology in the planning of the degree. It can not cover all the countries or all the processes that have occurred in this secular transit, so I preferred to ensure that the students have an overview of the major junctures, the major guiding paradigms of the same, as well as the synergies and more remarkable social movements that at every moment have operated on the territories under reflection. In this sense, the contrast between the two levels, macro and micro, will be prioritized, offering opposing views from above and from below, always comparing, as much as possible, concrete experiences that illustrate each of the problems addressed.

Competences

General and transversal:

- Capacity for analysis and synthesis.
- Ethical commitment.
- Recognition and respect to diversity and interculturality.
- Critical thinking.
- Capacity for teamwork.

Specific:

- Reading ability and analysis.
- Capacity and ability to analyze and investigate the socio-cultural, economic, political and demographic problems of today's world.
- Knowledge of the evolution of thought and its relationship with society.
- Knowledge of the interrelationships between science and social evolution.
- Learning to capture the complexity of human phenomena, social dynamics, group and gender conflicts, the dialectic between classes, the organization of space, power relations and the formulation of ideological, cultural and social projects within the complex societies.
- Understanding of the development-underdevelopment dynamics as derived from the operation in the transecular long duration of the contemporary worldsystem.

Subject contents

The program (development plan) is divided into three parts (introduction, core argument and epilogue), in the way of a book, since I start from the conception of university teaching -I repeat what is indicated in the Economic Anthropology program- as an open process of exchange of knowledge and dialectical experiences among the students; process conducted and moderated by the teacher. Therefore, the dynamics of the classes should be understood as the unfolding of an essay. This essay starts this time from a set of theoretical details and historical starting points ("Introduction: Of concepts, classifications and situations", section integrated by four themes). Then, the second thematic block, significantly entitled "The Development Era" is composed of ten topics that review the different intervention paradigms experienced in Latin America, with special emphasis on the agrarian issue. I consider this section to be the backbone of the course, since it is here that students must acquire the skills to identify, criticize -in the strict sense of deconstructing and emitting a value judgment with elements of knowledge- and analyze the uses, abuses and the limits of each paradigm. All this will lead to a sort of "Epilogue" (a single theme), in which the supposedly alternative, post-neoliberal and plurinational proposals constituting the "Socialism of the 21st Century" will be reviewed, emphasizing the speeches and practices of the regimes of Bolivia and Ecuador and their conflicting relations with the social movements that sustain them in principle. The proposals for a development with a view to the "Buen Vivir" sanctioned constitutionally in Ecuador will be taken as a guiding principle (2008) and Bolivia (2009) to oppose them to the hegemonic paradigms anchored, on a planetary scale, in the most orthodox items of neoclassical economics.

Methodology

The teaching will be based on compulsory lectures, which will facilitate the use of audiovisual media, and in the debate, as far as possible, among the students from the dossiers of articles distributed by the teacher to through the virtual campus.

Development plan

INTRODUCTION: CONCEPTS, CLASSIFICATIONS AND SITUATIONS

1. Back in the forest of elusive concepts.
2. Of barbarians, pagans, savages, primitives and underdeveloped.
3. From colonies to republics, continuities and changes.
4. The liberal utopia or the construction of the peripheries.

THE ERA OF DEVELOPMENT

5. Theories of modernization or development as a career.
6. The structuralism and the industrialist utopia.
7. The modernization of the peasants.
8. The indigenism as a politic of the State.
9. The land for those who work it!
10. Marx in Latin America or the theories of dependency.
11. Capitalism, feudalism or just late feudalism?
12. Revolutionary processes, pending revolutions and counterinsurgency
13. Neoliberal theology and the Washington Consensus.
14. The new Tower of Babel.

EPILOGUE

15. The experiments of Socialism of the XXI Century in the Andes.

Evaluation

The classes intend to be, as far as possible, dynamic. After the teacher's presentation of the mandatory contents in each session, a temporary space will be allocated in the final part, of around 20 minutes, so that, after a brief and succinct synthesis by a student - or several if there are more articles- of the main controversial arguments of

the reading (s) worked on that week, it is possible to clarify and / or discuss the points that in each case is considered appropriate.

The evaluation will be continued and will consist of three reading reports, to be done in class. It will try to reflect, based on the compulsory readings of each thematic block, around some key concepts proposed by the teacher. The value of each one of the reports will be equivalent to 15% of the grade (45% in total). At the end of the course it will be necessary to pass an exam of the whole subject taught, which will represent 50% of the final grade. The remaining 5% will depend on the attendance and participation in class of the student body.

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