



Universitat de Lleida

DEGREE CURRICULUM

# **SOCIAL HISTORY OF AMERICA**

Coordination: BRETON SOLO DE ZALDIVAR,  
VICTORIANO

Academic year 2020-21

## 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, VICTORIANO			
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 <a href="#">this link</a> for more information.			
Language	Spanish and Catalan			
Distribution of credits	<p>WARNING: Due to the situation generated by the Covid 19 pandemic, the attendance of the theoretical classes and the volume of sessions that may eventually be developed in a synchronous videoconference format will depend at all times on the recommendations issued by the competent authorities.</p> <p>The course will consist of:</p> <ul style="list-style-type: none"><li>-15 face-to-face sessions lasting 1.5 hours.</li><li>-15 1.5-hour synchronous non-face-to-face sessions.</li></ul>			

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

## Subject's extra information

### Information on data protection in the audiovisual register

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).
- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.
- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

## 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.

**Alternative evaluation.** Students who combine their degree with a full time job have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

## Bibliography

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