

HISTORY 129
Revolution and Globalization in Modern Mexico
Fall 2007

Dr. Kym Morrison

Office: Comenius 302

(tel. 610- 625-7957)

morrisonk@moravian.edu

Office Hours:

Monday 1:30 -3:00 p.m.

Thursday 3:30- 4:30 p.m.

and by appointment

Course Description

This course allows students to explore the issues associated with political revolution and economic globalization in Latin America by focusing exclusively on the modern history of a single nation, Mexico. As our closest Latin American neighbor, its history is of great importance to the United States. The border has often been more fluid and porous than one would imagine. Developments on both sides have been mutually influential and provide useful points of comparison. After a brief survey of Mexico indigenous and colonial experiences, this course primarily covers elements of Mexico's evolution during the nineteenth and twentieth centuries, beginning with a comparison of Mexico's independence movement to the American Revolution. It continues through the circumstances surrounding the Mexican Revolution of 1910, the impact of NAFTA (the North American Free Trade Agreement) of 1994, and the political transition fostered by the 2000 elections.

Course Objectives:

In conjunction with the LinC M5 program, the course objectives are -

- X to understand the interconnections between the histories of Mexico and the United States;
- X to identify and analyze the ways in which the history of Mexico has been 'constructed';
- X to become familiar with some of the methodologies and critical perspectives employed by historians to understand and present the experiences of Mexicans;
- X to develop clarity of professional expression when writing and speaking about the major events and people in Mexican socio-political history; and
- X to consider human AGENCY in historical change and continuity within Mexico.

Required Texts:

William Beezley, *Judas in the Jockey Club* Univ of Nebraska Pr; (November 1997) ASIN: 0803261020.

Gilbert Joseph and Timothy Henderson, eds. *The Mexico Reader: History, Culture, Politics* Duke Univ Pr (Trd); (February 2003) ISBN: 0822330423, (hereafter MR)

Sam Quinones, *True Tales from Another Mexico*, University of New Mexico Press, 2000; ISBN 0826322964 (hereafter SQ).

Optional Textbook - Alicia Chávez, *Mexico: A Brief History* (2006)

These works will be supplemented by several short articles available on the class BlackBoard site or given as handouts. Reading assignments will be approximately 80 pages per week.

Several films are also assigned and should be viewed prior to class on their respective due dates. Most will be accessible over the Moravian intranet, for viewing from on-campus locations. You are expected to commit approximately eight (8) hours per week to this course beyond the time spent in class. Please keep in mind that some weeks may require more effort and some may require less.

How College History Courses Differ from High School History Courses

(adapted from Dr. Sandra Bardsley)

For many of you, this will be the first history course you will have taken at college. Expectations of students in college-level history courses are considerably higher than they are in most high school courses. Here are some of the differences you may notice:

- You will be expected to read much more, and virtually all of this reading will take place outside the classroom. It will be impossible to do well in this course without doing the reading ahead of time. As you read, do not expect to memorize every detail. You should concentrate on general patterns of human behavior, by focusing on the particular situations that fit into the course themes of politics, economic development, relations with the U.S., and cultural diversity.
- You can expect to work, on average, 7-9 hours per week outside of class preparing for this course. Some weeks will require less; others (especially before a paper assignment is due or a mid-term is scheduled) will require more.
- You will need to work on your note-taking skills. Many of our class sessions will consist mainly of lectures, in which I will present information, theories, and arguments about our topic for the day. I often may use a PowerPoint outline of the main topics to be covered (if you come in late, you may miss this). I suggest that you do not try to write down every word I say but rather that you note the most important information and arguments. Depending on the size of your writing, you should probably come away from class with 3-4 pages of notes each day. If you are having trouble with note-taking, I recommend that you visit the Learning Services Center and talk with the people there about note-taking strategies. You will often find that much of the material I cover is also discussed in some form in the textbook: the aim of my lectures is not to repeat information, however, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, please don't tune out because a particular topic is also covered in the textbook. By the same token, some assigned readings will not be treated in the lectures. **You are still responsible for all items listed on the syllabus.**
- Compared with high school, you will probably have fewer tests and exams. Each of these tests and exams, however, will count for a higher percentage of your grade. Because there are fewer exams, you will need to retain information longer and make broader comparisons and contrasts across time periods. The final exam will include a comprehensive question that will require you to reflect back on course material from throughout the semester. The purpose of this is that it will enable you to tie together material that you have learned and see the connections among different places and periods.

• Good writing matters a great deal in this course and in other history courses. Writing is a process (which many of you will be learning or will have learned in Writing 100 classes). This process involves revision and editing, and lab assignments which have not undergone revision and editing (in other words, warmed-over first drafts) will not receive high grades. It is up to you to schedule your time in such a way as to allow for thorough revision and proof-reading. I highly recommend taking drafts of your assignments to the Writing Center and asking the tutors there to help you look over them. (Do note that you need to make appointments with the Writing Center in advance.)

Requirements and Evaluation:

- 15% Participation. You are expected to come to class prepared to respond to the discussion questions and in-class exercises provided by Professor Morrison. This grade also is based on the quality and quantity of your debate, insight, and questioning, and your ability to respectfully allow others to do the same. It also reflects your day-to-day comprehension of the information associated with the readings, lectures, and films.
- 12% Unannounced Quizzes (6 of 7)
- 20% Midterm Exam
- 28% Written assignments (4).
- 25% Final Examination (date and time to be announced). This will be a cumulative, extended version of the earlier exams.

All examinations will be composed of essay, short-identification, and primary source analysis sections. Specific instructions will be distributed prior to the exams.

Attendance Policy: Since success in the course is closely linked to in-class exercises and the comprehension of lectures, you should not plan to miss class. I will take attendance and count this toward your participation. Also, I will lower your final grade by a letter grade for every three classes that you miss or for which you arrive late. If you plan to arrive more than five minutes late to class, consider making other arrangements. Absence on the date of an assignment will be excused only with a note for the appropriate college administrator or recognized physician.

Also, as a courtesy, please set all personal communication devices to silent mode. These devices will not be allowed during exams.

Paper Submission Formats and Late Policy -All submissions should be typewritten, with one-inch margins on all sides. The bibliographies should be single-spaced. All other submissions should be double spaced. The font should be between 11 and 12 points. The student's name, course number, assignment number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be centered between the left and right margins. This title should be followed by one blank line before beginning the assignment. A hard copy of all submissions is required and electronic versions will be accepted only with my prior approval.

All papers are due at the beginning of class on their respective due dates. Five points will be deducted from the paper's grade if it is submitted more than ten minutes after the start of class and this deduction will be repeated for each consecutive late day after the assigned due date.

College Policies

A. Students with any physical, psychological, medical, or learning disability should privately contact me and Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodation for full participation in the course. Ms. Roth can be reached at 610-861-1510 or by email, melmr01@moravian.edu. Please make these arrangements within the first few weeks of the course.

B. Moravian College expects its students and faculty to maintain a high level of academic honesty. Questions of academic honesty and plagiarism are addressed in the Student Handbook under the Academic Standards section.

Course Schedule

Week 1

Aug. 28 - Introduction to the course. What is history? Why and how do we study it? Why does Mexico matter?

Aug. 30 - What does it mean to be Mexican?

Reading - **Handout**, Alan Riding, "The Mexicans"

See contact-era and colonial maps.

http://www.lib.utexas.edu/maps/atlas_mexico/mexico_at_conquest_1519.jpg

http://www.lib.utexas.edu/maps/atlas_mexico/new_spain_viceroyalty.jpg

And a map of contemporary Mexico,

<http://www.lib.utexas.edu/maps/americas/mexico.gif>

Week 2

Sept. 4 - Defining *Mexicanidad*

Readings - MR - Octavio Paz, "The Sons of Malinche," 20-27;

MR - Guillermo Bonfil Batalla, "The Problem of National Culture," 28-32;

Film - *Y, Tu Mama También*

Sept. 6 - **Assignment # 1 due** - Pick a character from the above film. Describe your impressions of the ways in which this character conforms or contradicts images of Mexican identity defined in the readings up to this date.

Readings - MR Roger Bartra, "Does It Mean Anything to Be Mexican?" 31-40.

SQ - "West Side Kansas Street," 153-172.

Week 3 -

Sept. 11 - Ancient Civilizations

Readings - MR Inga Clendinnen, "The Cost of Courage in Aztec Society," 61-78.

(You may choose to read/skim chapter 1 in the optional textbook, "The Indigenous World

Sept. 13 - Colonial Encounters - First contact, victory, sexual conquest

Readings - MR, Cortés and Díaz, "The Spaniards' Entry into Tenochtitlan" 97-104.

MR - J.H. Elliott, "Cortés and Montezuma" 105-108

MR- "The Battles of Tenochtitlán and Tlatelolco" 109-113,

MR- Fray Jerónimo de Mendieta, "The Spiritual Conquest" 114-121.

(Optional reading - Hernández Chávez chapter 2)

Week 4 - Aspects of Colonial Life

Sept. 18 - Indians, Europeans, Africans, and Mestizos.

MR – Enrique Florescano, “The Colonial *Latifundio*,” 131-140.
(Optional reading - Hernández Chávez chapter 3)

Sept. 20 - The Successes and Problems with colonial life.

MR – Sor Juana, “On Men’s Hypocrisy,” 156-159

MR - José Joaquín Fernández de Lizardi, “The Itching Parrot, the Priest, and the Subdelegate,” 160-167.

Film – *Macario* (just the first half)

(Optional reading - Hernández Chávez chapter 4)

Week 5

Sept. 25 – The Drive toward Independence.

Readings, MR Lucas Alamán, “The Siege of Guanajuato,” 171-188

MR José María Morelos, “Sentiments of the Nation,” 189-191

MR Agustín de Iturbide, “Plan of Iguala,” 192-195

Assignment # 2 due - In a 3 to 4-page essay that uses class sources, compare and contrast the supposed behaviors of the major ethnic groups in colonial Mexico.

(Optional reading - Hernández Chávez chapter 5)

Sept. 27 - Independence at What Cost.

Readings – Handout.

(Optional reading - Hernández Chávez chapter 6)

Week 6

Oct. 2 – Conflict with the United States, Juarez, and Reform

Handout

MR - Luis González y González, “Liberals and the Land,”

Film - *One Man’s Hero*

(Optional reading - Hernández Chávez chapter 7)

Oct. 4 – **Midterm**

Week 7

Oct. 9 - **Fall Break, No Class**

Oct. 11 - The Porfiriato

MR - Channing Arnold and Frederick J. Tabor Frost, “Porfirio Díaz Visits Yucatán,”

MR – James Creelman, “President Díaz, Hero of the Americas,”

MR - Anonymous, “Gift of the Skeletons,”

(Optional reading - Hernández Chávez chapter 8)

Week 8

Oct. 16 - The Porfiriato continued

Readings - William H. Beezley, *Judas at the Jockey Club*, Introduction and “The Porfirian Persuasion: Sport and Recreation in Modern Mexico,”

Film - *Mexico: Story of Conquest and Courage* vol. 3

(Optional reading - Hernández Chávez chapter 9)

Oct. 18 - The Porfiriato continued.

Readings - Beezley, *Judas at the Jockey Club*, "Judas at the Jockey Club,"

SQ - "Jesús Malverde,"

Week 9

Oct. 23 - The Revolution

MR - Ricardo Flores Magón, "Land and Liberty," 335-338

MR - Emiliano Zapata and Others, "Plan of Ayala," 339-343

MR - Luis Cabrera, "The Restoration of the *Ejido*," 344-350.

Assignment # 3 Due - Using class sources, identify and evaluate the importance of two or three of forces that pushed Mexicans toward revolution in 1910 (3-4 pages).

(Optional reading - Hernández Chávez chapter 10)

Oct. 25 - The Revolution

MR - William O. Jenkins, "Mexico Has Turned into a Hell," 357-363

MR - John Reed, "Pancho Villa," 364-371.

MR - Oscar Lewis, "Pedro Martínez," 374-386.

Film - *Old Gringo*

Week 10

Oct. 30 - The Revolution

MR - The Constitution of 1917: Articles 27 and 123, 398-402.

MR - Anonymous, "The Socialist ABC's," 411-417

MR - Gilbert Joseph and Allen Wells, "The Rough and Tumble Career of Pedro Crespo," 428-438

(Optional reading - Hernández Chávez chapter 11)

Nov. 1 - The Cardenas Years

MR - Salvador Lemus Fernández, "A Convention in Zacapu," 439-444.

MR - Fernando Benítez, "The Agrarian Reform in La Laguna," 445-451.

(Optional reading - Hernández Chávez pp. 264-275)

Week 11

Nov. 6 - The Cardenas Years

MR - Josephus Daniels, "The Oil Expropriation," 452-455.

MR - Arturo Anguiano, "Cárdenas and the Masses," 456-460.

Film - *Herod's Law (or Ley de Herodes)*

Nov. 8 - **TBA**

Week 12

Nov. 13 - The PRI Governments

MR - Daniel Cosío Villegas, "Mexico's Crisis," 470-481.

SQ - "The Bronx," 181-196, and "Lynching in Huejutla," 31-51.

(Optional reading - Hernández Chávez pp. 275-294).

Nov. 15 - Cultural Awakenings

Intellectuals, the Media, and the State

MR - David Alfaro Siqueiros, "Art and Corruption," 492-499.

SQ - "Telenovela," 53-77.

Film - *Frida*

Week 13

Nov. 20 - The Economics of Modern Development

MR - Elena Poniatowska, "The Student Movement of 1968," 555-569.

SQ - "Tepito," 233-247.

SQ - "The Popsicle Kings of Tocumbo,"

Film - *Canoa*

Assignment #4 due - Compare and contrast the presentation of Mexican history in fictional films with that offered in the class sources. In 3 to 4 pages, address the issue of the success of any one of the films used in this class in representing the Mexican historical reality. Explain to your reader what can be learned from the film and what cannot. Choose from one of the following: *Canoa*; *Herod's Law*; *Macario*; *Old Gringo*; and *One Man's Hero*

Nov. 22 - **Thanksgiving Break**

Week 14

Nov. 27 - Reformers and Inertia

Reserve - "Mexico since 1988," 667-698

MR - "Letters to Cuauhtémoc Cárdenas," 591-597.

(Optional reading - Hernández Chávez chapter 12)

Nov. 29 - NAFTA and Its Critics

President Clinton on NAFTA

<http://clinton6.nara.gov/1993/11/1993-11-02-presidents-remarks-at-nafta-event.html>

NAFTA **handout**

MR - "EZLN Demands at the Dialogue Table,"

MR - Subcomandante Marcos, "The Long Journey from Despair to Hope,"

Film - *A Place Called Chiapas*

Week 15

Dec. 4 - Immigration Stories

Readings - **Handout**, "Bracero Program,"

SQ - "The Ballad of Chalino Sanchez," 11-29.

SQ - "Zeus and the Oaxaca Hoops," 117-135.

Film - *A Day Without a Mexican*.

Dec. 6 - Wrap-Up - Who best represents Mexico?

Readings - SQ "San Quintin"

Return to first class reading, Alan Riding, "The Mexicans,"

I reserve the right to modify this syllabus with appropriate notification in class.