

Office Hours: Tuesday and Thursday 2:30PM-3:15PM

Monday and Wednesday 10:45AM-11:30AM

Or by appointment.

Course description

In this course we will use research, writing, discussions, debates, and other activities as a laboratory for exploring some of the most challenging questions in Mexican history:

- How did a few dozen Spanish soldiers “conquer” the peoples of central Mexico, one of the most complex, ancient civilizations the world has ever known? What did this conquest change? What was this conquest unable to change? How did native peoples engage the Spanish “conquest”?
- During the period of Spanish rule, the trans-Atlantic journey from Spain to Mexico City was difficult, dangerous, and slow, often requiring several months. The journey from Mexico City to the colony’s outlying provinces (which included most of the present-day southern and western United States, the Caribbean, Central America, and the Philippines) could take several months more. How did the Spanish Crown maintain its authority over Mexico for some three hundred years? What were the limits of this authority? How did non-Spanish peoples and non-elites understand their relationship to the Spanish Crown?
- Over much of the sixteenth through eighteenth centuries, Mexico City was one of the largest, wealthiest, and most cosmopolitan cities in the world. Compared to Mexico in the sixteenth through eighteenth centuries, the British North American colonies and the early United States were an economic backwater. How did Mexico economically “fall behind” the United States in the nineteenth and twentieth centuries?
- Many historians describe a “second conquest” in the late eighteenth and nineteenth centuries whose impact on many Indian communities was often more devastating than the first. What were the origins and impact of this “second conquest”? How did Indian communities engage it?
- Most of the present-day western United States was once part of Mexico. How was the United States able to seize these territories in 1847-48? How has the post-1848 border been challenged over the last 150 years?
- The Mexican Revolution of 1910 and the continuing armed conflicts of the following decades were one of the great mass mobilizations of the 20th century world. What were the origins of the Mexican Revolution, and what did it change?
- As we saw in our discussion la Malinche, formulations of *lo mexicano* often have sought to exclude groups such as women and Indians, particularly since the nineteenth century. How have these groups participated in negotiations and conflicts about what it means to be Mexican and who is a member of the Mexican nation? What have been the real-life stakes of these negotiations?

These explorations will allow us to accomplish the following:

- Develop a familiarity basic facts, questions, and ideas in Mexican history and culture.
- Develop real-life skills that will continue to serve us long after we leave Moravian—wherever our personal journeys lead us, and whatever careers we choose. These skills include analytical thinking, research, persuasion, teaching, and time management.
- Look at our world—lives with unfamiliar eyes and become deeper, richer human beings.

Grading, evaluation, and course requirements

I do not assume that you have any knowledge of Latin American history when you begin this course. Readings generally will be around 100-150 pages a week. You should be prepared to commit approximately nine hours a week to this course in addition to the scheduled meeting times. 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 sections. All members of the classroom community should treat each other with respect at all times.

Based on your feedback, grades will be based on the following criteria:

- ❖ Responses to course readings and lectures (30%). These responses will take many forms, including in-class discussions and debates, short writing assignments, and possibly quizzes. I will grade your responses based on your understanding of the course readings; your creative engagement with the questions raised in class discussions, lectures, and study guides; and the clarity of your written and spoken discussions. You may miss three response assignments, no questions asked, without any adverse effect on your grades.
- ❖ Biography presentations (30%). Over the course of the semester, you will do ten-minute presentations on two figures in Mexican history. I will pass out a list of suggested names in the coming days. Your two figures should be from different time periods. The presentations should do the following:
 - Give a brief biography of the figure.
 - Locate and present a primary source by or about the figure (e.g., an official document, literary or artistic work, or letter).
 - Describe the primary source and how it relates to the broader themes of the corresponding unit.
- ❖ Midterm and final papers (40%). For your midterm and final, you will write a four-page essay addressing one of the sets of questions on p. 1. The midterm essay will be due Thursday, October 2, at 8:30AM, and the final essay will be due Tuesday, December 16, at 8:30AM. Your grade will be subtracted a half grade for every day your paper is late. Your essay grade will be based on the following criteria:
 - The clarity of your argument.
 - How well you marshal evidence from the course readings, lectures, and discussions to support your argument.
 - How well you relate your paper to broader themes and questions from the course.

Calendar of Readings

Please note that the dates and reading list might be amended, depending on the needs of the class. I also generally will ask you to focus on specific questions or themes in reading assignments, so you will not necessarily read all parts of the assignment with the same attention. If you miss a class, you should consult with one of your classmates about reading, writing, and discussion assignments for the following class.

Where additional background is needed, I suggest that you consult Alicia Hernández Chávez's Mexico: A Brief History.

Part One	Introduction: the Search for <i>Lo Mexicano</i>
<u>August 26</u>	<u>Introduction</u>
<u>August 28</u>	<u>Malinche and the Search for <i>Lo Mexicano</i></u> "Self Evaluation" and "Evaluation, Grading, and Course Requirements" questionnaires due.
Lecture	The Historical Malinche (PowerPoint on Blackboard)
<u>September 2</u>	<u>The Sons of la Malinche</u>
Reading/discussion	Octavio Paz, "The Sons of la Malinche," in <i>The Mexico Reader</i> , pp. 20-27.
Supplementary texts	"Images of Malinche" slideshow (PowerPoint on Blackboard)
<u>September 4</u>	<u>The Sons of la Malinche, continued</u>
Reading/discussion	Continued discussion of Paz essay and Malinche images. Results of student "self evaluation" and "evaluation, grading, and course requirements" questionnaires
<u>September 9</u>	<u>Syllabus</u>
Part Two	Ancient Civilizations
<u>September 11</u>	<u>Aztecs</u>
Reading/writing	<i>The Mexico Reader</i> , pp. 55-78. (See posted assignment for study questions.)
<u>September 16</u>	<u>Maya</u>
Reading/writing	<i>The Mexico Reader</i> , pp. 79-85.
Part Three	Conquest and Colony
<u>September 18</u>	<u>Conquest</u>
Background reading	<i>The Mexico Reader</i> , pp. 95-109. 131-40.
<u>September 23</u>	<u>The religious foundations of colonial life</u>
Reading/writing	<i>The Mexico Reader</i> , pp. 114-30, 141-68. Spanish Missions Archive, http://www.spanishmissionarchive.org/
<u>September 25</u>	<u>Student presentations</u>
	Conquest and consolidation of Spanish rule Hapsburg New Spain

Part Four **Trials of the Young Republic**

September 30 No class

October 2 Independence and Aftermath
Midterm essays due at start of class

Readings *The Mexico Reader*, pp. 169-195.
Student presentations Bourbon Reforms and Independence

October 7 Fall recess (no class)

October 9 & 14 No class

October 16 Trials of the Young Republic
Readings *The Mexico Reader*, pp. 196-238.

October 21 No class

October 23 Reforma, French Intervention, and Porfiriato
Readings *The Mexico Reader*, pp. 239-96,

October 28 Everyday porfirismo
Readings Beezley, *Judas at the Jockey Club*, pp. 3-12, 89-132.

October 30 Student presentations
National period
Porfiriato

Part Five **Revolution**

November 4 The Mexican Revolution
Readings *The Mexico Reader*, pp. 333-406.

November 6 Student presentations
Mexican Revolution
Revolution and Reconstruction

November 11 Cardenismo
Readings *The Mexico Reader*, pp. 406-60.

November 13 Student presentations
Cardenismo

Part Six **The Perils of Modernity**

November 18 The Perils of Modernity
Readings *The Mexico Reader*, pp. 461-52

November 20 Student Presentations
1946-88 (selections)

Part Seven**From the Ruins**

November 25 1968 and Aftermath
Readings *Mexico Reader*, pp. 553-612

November 27 Thanksgiving

December 2 From the Ruins
Readings *Mexico Reader*, pp. 613-86.

December 4 Student presentations
1946-88 (selections)

Part Eight**The Border and Beyond**

December 9 Borderline Histories
Readings *Mexico Reader*, pp. 687-56
Quiñones, *True Tales from Another Mexico*, Chapt. 1, 5, 6, 7, 8, 9 (selections).

Final essay**Due Tuesday, December 16, at 8:30AM**