

<p><b>HIST 394</b>  Spring 2015  W 8:55 am-11:30 am  PPHAC 338</p>	<p><b>Dr. Sandra Aguilar</b>  aguilars@moravian.edu  Office: Comenius Hall 302  Office hours: M: 10:30-11:30 am,  T 1:00-3:00 pm, W: 2:00-3:00pm  and by appointment</p>
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## MODERN MEXICO



### Course Description

This course explores the creation of modern Mexico from a social and cultural perspective. It begins with an analysis of the independence war followed by a study of the difficulties faced by the new nation such as the Mexican-American War, in which Mexico lost half of its territory to the United States. Then we examine the conditions generated by the dictatorship of General Porfirio Díaz, who ruled the country for more than three decades, resulting in a civil war: the Mexican revolution. We will look at the institutionalization of the social revolution, the rise of nationalism, and the social movements that have created present-day Mexico. The course concentrates on three main themes: race, gender, and nation-state formation. Our journey is based on the analysis of a vast array of primary sources and secondary sources which not only include official documents, newspapers, or images; but also literature, art, cinema, and other cultural manifestations.

### Objectives

- Engage in active learning: a process in which students familiarize themselves with new information, analyze it, create their own interpretation, and express it in clear and well-structured arguments.
- Become critical, creative, and independent thinkers.
- Familiarize with various sources and with the historiography of modern Mexico.
- Question your previous ideas about Mexico and expand your knowledge of this country.
- Learn to value diversity and the need of understanding different cultures in a globalized era.

## Required books for purchase

Jürgen Buchenau, *Mexican Mosaic: A Brief History of Mexico*, Wheeling: Harlan Davidson, 2008.

## Films

*The Young and the Damned*, directed by Luis Buñuel, Mexico, 1950.

*Mariana, Mariana*, directed by Alberto Isaac, Mexico, 1987.

*The Violin*, directed by Francisco Vargas, Mexico, 2005.

## Class Requirements and Classroom Policies

### 20% Participation and classroom work

- Attendance is not enough; you need to be proactive expressing your ideas and doubts and interacting with other classmates. Participation is essential to generate a rich and stimulating discussion and to maintain students involved and motivated.
- In order to facilitate participation you have to make all the readings before class and take notes about them and be prepared to ask questions, discuss, and reflect about the assigned material. Be ready to define the main arguments and ideas addressed in each document, give your opinion about the content and style of each text, and establish connections with what we have read so far and your previous knowledge and experience.
- Asking questions is also an essential element of the learning process, so do not feel ashamed about having doubts. One of the main goals of college education is to develop a critical mind and be able to see the world from various perspectives, so please do ask questions and express your dissent.
- Classroom work refers to written analysis of primary or secondary sources carried out during the class, as well as written feedback and group discussions.
- If you aim to get an A or A- you need to do all the readings. This is a very intense course, so please organize your study time so you can finish readings before the due date. **You need to get hold of the books as soon as possible.**

### 80% Research Paper

Throughout the semester you will carry out an in-depth study about any topic of your interest related modern Mexico. As part of a 300-level class, you should incorporate not only secondary sources, but primary sources too. Students will submit several assignments, present their progress in front of the class, and participate in peer-review workshops. Each stage is essential and should be given the importance of an independent assignment. The quality of your research should be at an undergraduate journal publishing level.

- 5% Primary source**  
You will select two primary sources, read them (or a fragment of it), and write a two-page paper analysis in which you will first summarize the source and reflect about possible historical questions/theses that could be supported with that document. This will be the bases of your research paper.
- 5% Research Topic**  
Provide a tentative title, a 400-word description addressing the questions what, why, and how, and a bibliography including at least seven books or articles. Please look at the document providing guidance on how to write a bibliography in Chicago style.
- 10% Summary of a monograph and presentation**  
After revising your bibliography with me, I will ask you to read a specific book/monograph. You will read it from cover to cover and write an eight-ten page summary of it. This reading will allow you to have a better sense of your topic and how to organize your research. You should divide your summary in chapters and write the page numbers that you are referring to at the end of each paragraph. Try to summarize in your own words instead of quoting directly from the book, but do add quotes that eventually could end up in your paper. At the end of the summary, you will include a one page reflection about what was the most interesting aspect of this book and how this reading has helped you understand better how to proceed in your research. You will present the main argument of the book you read in front of the class.
- 10% Research project and literature review**  
A five-page long project including: title, introduction, outline describing each section of your paper, and an updated bibliography. The project should address which primary sources you are going to analyze, why you are using those sources, which is your thesis, and how does that source help you to prove your thesis. In the literature review you should make reference to at least six sources, providing a brief summary and how those book chapters or articles contribute to your research. discussing the historiography on your topic. You will continue researching, reading and adding material for your final paper .
- 5% Project Presentation**  
You will present your research project and will receive feedback from your classmates. Presentations should last 10 minutes, followed by a discussion.
- 10% First Draft of your final paper**  
Length: at least 7 pages including bibliography.
- 10% Second Draft of your final paper**  
Length: at least 13 pages including introduction, conclusions and bibliography.
- 15% Final Paper plus dossier**  
Length: 15-20 pages including introduction, conclusions and bibliography. Your final paper should be based in at least eight sources.

**5% Peer review workshops**

**5% Final research presentation**

It should last 20 minutes and will take place the last two classes of the semester.

The accumulated points will be converted to letter grades using the following scale:

100-93% = A, 92-90% = A-, 89-87% = B+, 86-83% = B, 82-80% = B-, 79-77% = C+, 76-73% = C, 72-70% = C-, 69-67% = D+, 66-63% = D, 62-60% = D- Anything less than 60% is an F.

**Five points will be deducted from each assignment's grade if it is submitted after the deadline and this deduction will be repeated for each consecutive late day after the assigned due date.**

If you are unsure or would like some advice about a specific assignment, please come to my office hours at least one three days before the due date.

**Grades and class performance will not be discussed via email, however, I would be happy to address this. Please send me an email to set an appointment.**

**Extra-Credits**

- Throughout the semester you will be offered the opportunity to earn extra credits towards your final grade by attending relevant in-campus events and History Club meetings taking place on Thursdays at 11:45am in the History Commons. Usually the History Club gets together every other week and organizes short talks in which students and professors share their current research projects. You need to submit a one-page reflection addressing the main idea or thesis of the presenter, how is he/she approaching the topic, and your personal opinion about it. In addition you should pose at least one question to our speaker.
- There is no limit in the number of extra-credit reflections that you can submit, but you have to do so no later than a week after the event takes place. Upload that to Blackboard under Extra Credits.

**About style and sources:**

- Please use Times New Roman font size 12, one-inch margins, and double-space in between lines in all your assignments. The student's name, course number, and submission date should be typed in the upper left corner of the first page with single space in between lines. After this header, one blank line should appear before the assignment title, which should be followed by one blank line before beginning the assignment. You do not need to add a cover page.

- Do not use internet sources in your research. The following are exceptions to this rule and may be used, since they are clearly of a scholarly nature:
  - Articles from full-text databases like JSTOR and Project Muse  
<http://www.jstor.org/> and <http://muse.jhu.edu/>
  - Online primary sources (texts written by historical actors that have been re-published on the web).
  - Internet pages that I have approved well in advance, at least one week before turning in the assignment.
- Newspapers or magazines found on the internet can be used as primary sources rather than a substitute of scholarly articles or books.
- Videos and images from the internet are acceptable, but the above restrictions applied for other kind of material, please ask if unsure.
- Wikipedia is not a reliable source of information, so it is not acceptable to base your academic papers or presentations on it. Using Wikipedia will result in an “F”.
- Take advantage of the library collection and of interlibrary loans, which have to be ordered at least a couple of weeks before the date you plan to start working on them, so please plan ahead.
- Contractions (don't, can't, he's) should not be used in academic writing. I will deduct two points per each contraction you use.
- Submit all your work via Blackboard. I may ask you to bring a hard copy with in some occasions. I will notify you ahead of time. You must upload your work before the class on the due date (8:40 am). Late submission will be penalized by deducting five points per day.
- Back up all your work (ideally use Google drive) in order to avoid losing your files. Computers fail, and having your work backed up elsewhere will allow you to use another computer to work on your assignments if necessary.

### **About the Writing Center**

- At the Writing Center, trained Moravian students work with you to figure out assignments and improve your writing. They can help at any stage of the writing process, whether you have not started the assignment and need help picking a topic, or you are near the end and want to check that everything is in order. Any type of writing can be taken there. The tutors will first work with you to make sure that all the bigger issues are covered, such as proper citation, fulfilling the assignment, and structure of the paper. Then, they can also help you with spelling, grammar, and mechanics. You can sign up for a half-hour or an hour-long appointment. After your appointment, the tutor you work with will send me a progress report, letting me know that you were there. The Writing Center is on the second floor of Zinzendorf Hall. This building is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392. Their hours vary each semester, but they are generally open Monday-Thursday afternoons and evenings, and Sunday evening. Watch your email for an announcement about when the Center opens, generally the third week of the term, which will also include the hours.

### **About attendance and classroom etiquette:**

- The attendance policy for this course is strict. Only TWO unexcused absences are allowed in the semester. To justify an absence you must provide a doctor's note or a written explanation from an athletics coach. An email explaining why you were not there does not suffice. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform me in advance and arrive in a non-disruptive manner.
- I will deduct two points per each additional unjustified absence (after your two allowed unjustified absences). If you miss more than four classes your chances of passing the class will decrease as you might lag behind deadlines and will miss explanations and announcements. You are responsible for finding out important information provided in class if you were unable to attend.
- As a courtesy to the class, please be on time. Lateness will affect your participation grade.
- If you need to go to the restroom, please do so before or after the class. Restrain from leaving the classroom unless it is extremely necessary.
- You should not carry on conversations in class, even if they happen to be related to the topic. Even if such conversations are relatively quiet and do not seem to disturb anyone nearby, they can be distracting and rude to the professor. So if you have something to say or ask, please share it with the rest of the class.
- Cell Phones: Please turn off the volume of your cell phones during class or leave them on airplane mode. No texting will be tolerated. If you need to make an urgent call or send a message, please leave the classroom. I assume that those situations would be extraordinary and not happening every class. I will send you warning email the first time I see you using your cell phone in class, apart from when answering a quiz. After the first email, you will lose one point per incidence towards your final grade.
- Contact me at least three days before the due date if you have queries about an specific assignment.
- Deadlines are not negotiable. If you foresee any issue that will interfere with meeting a deadline, please talk to me ahead of time.

### **Students with disabilities**

- Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, which is committed to assisting students in the achievement of academic success. Individual appointments and group workshops are available for students who would like to improve their academic performance. Information and programs on time management, study strategies and other academic and learning skills are available. Students can work with the staff to find a tutor or other resources to enhance academic success. In addition, the Academic Support Center coordinates services and support for students with documented learning disabilities and/or ADHD. Students requesting accommodations should contact the Elaine Mara at 610.861.1401
- Accommodations cannot be provided until authorization is received from the Academic Support Center.

## Readings and films

- All readings should be completed before coming to class. It is essential that you bring your book, readings and notes to every class as we will routinely refer to both.
- Films will be available in the Blackboard site of this course, but you should be on campus to access them so plan accordingly. If you have troubles streaming the films, please go to the library and look for them. You cannot borrow the DVDs, but you can watch them at Reeves. You are responsible for watching assigned films outside class hours and be prepared to discuss them in class. I will post questions for you to answer beforehand.
- The required book is available for purchase at the bookstore.

## Blackboard site and email communication

- Everyone is responsible for visiting the Blackboard site of this course where you will find:
  - The course syllabus
  - All the readings marked with a “🔒”
  - Questions about the films
  - Power point presentations
  - Referencing and writing advice
- I will send you relevant information and contact you when necessary only through your Moravian email account, so please have a look at it on a daily basis. I also expect you to contact me through your college email rather than your personal email. Please become familiar with Moravian email as this will be the main way to get in touch with your professors.
- Email Etiquette: Whenever you are addressing an email to someone other than a good friend, you need to follow basic email etiquette. Your emails should have a proper greeting (Hello Professor Aguilar or Dr. Aguilar); “Hi there” or just “Hi” is not acceptable. Your message should follow the rules of standard written English (capitalization, spelling, and grammar), and a closing (“Thank you for your help,” or “Thank you for your time”). It is always polite to thank the person for reading the email and trying to assist you. Also, be sure to sign the email with your own first and last name. The subject line of your email should be clear and formal. Messages that do not follow this format will not be addressed.
- I will make my best to reply to your emails within 24 hours from Monday to Friday. If your query is not urgent, please ask it the following class. I will not reply to emails after 5:00pm or over weekends, so please plan ahead of time.
- Office hours: Feel free to drop in during my office hours or set an appointment if those times do not work for you. It is very important to meet with me in case you have queries about assignments or if you have any concern about the class. Do let me know if you are coming so I can schedule you in and set enough time to spend with you.

## Academic honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

- Moravian College does not tolerate plagiarism, cheating, or helping others to cheat.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional.
- Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor.
- When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.
- It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.
- If you have questions about how to reference others' works you should look at the referencing advice and explore the suggested websites in the Blackboard site of this course. Also look at <http://moravian.libguides.com/content.php?pid=59393&sid=436064>
- You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor.
- You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.
- You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.
- You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.
- At Moravian, if a professor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be



suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

- A student may appeal either a charge of academic dishonesty or a penalty as follows:
  1. First, to the course instructor.
  2. Next, to the Chair.
  3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

**Please do not hesitate to speak directly with me if you have any questions about any of the assignments and/or requirements for the class.**

#### SCHEDULE

##### **1/21 Course overview**

- Syllabus and grading
- Library exercise: primary and secondary sources

##### **1/28 The Making of Mexico**

- **Due:** Define primary source/s that will be the base of your research. Bring at least one example.
- Write a reaction to the course syllabus. Include at least two comments, which can be in the form of doubts.
- Buchenau, *Mexican Mosaic*, introduction and chap. 1, pp. 1-35.
- Joshua Lund, *The Mestizo State*, introduction and chap 1, pp. iX-XX, 1-27. (e-book)

##### **2/4 Independence and Upheaval**

- **Due:** Primary source analysis
- Buchenau, *Mexican Mosaic*, chap. 2, pp. 37-59.
- Aviles-Galán, *Measuring Skulls: Race and Science in Vicente Riva Palacio's Mexico*, pp. 85-102. 📄

##### **2/11 Liberal Modernization**

- **Due:** Research topic and bibliography
- Project presentations
- Buchenau, *Mexican Mosaic*, chap. 3, pp. 60-77.
- Joshua Lund, *The Mestizo State*, chap 2, pp. 29-69. (e-book)

**2/18 The Mexican Revolution**

- Discussion based on the film *The Young and the Damned*. Bring answers to questions posted on Blackboard
- Buchenau, *Mexican Mosaic*, chap. 4, pp. 78-104.
- Alan Knight, *Racism, Revolution, and Indigenismo*, pp. 71-113. 🗨️

**2/25 Mexico since World War II**

- **Due:** Summary of a monograph and presentations
- Buchenau, *Mexican Mosaic*, chap. 5, pp. 247-293.

**3/4 Racialization and Science in Mexico**

- **Due:** Research project, literature review and presentations
- Discussion based on the film *Mariana, Mariana*. Bring answers to questions posted on Blackboard
- Alexandra Minna Stern, *From Mestizophilia to Biotypology*, pp. 187-209. 🗨️

**3/11 No classes Spring Recess**

**3/18 Mexico for the Mexicans**

- **Due:** First Draft
- Peer review workshop
- Pablo Yankelevich, *Mexico for the Mexicans*, pp. 405-436. 🗨️

**3/25 Wild Indians and Mexican Gentlemen**

- Alexander Dawson, *Wild Indians, Mexican Gentlemen and the lessons learned in the Casa del Estudiante Indigena*, pp. 329-361. 🗨️
- Individual meetings

**4/1 Gender, Hygiene, and Nutrition**

- Katherine E. Bliss, *For the Health of the Nation*, pp. 196-218. 🗨️
- Sandra Aguilar-Rodríguez, *Nutrition and Modernity: Milk Consumption in 1940s and 1950s Mexico*, pp. 36-58. 🗨️
- Discussion based on the film *The Violin*. Bring answers to questions posted on Blackboard

**4/8 In-class film/documentary**

- **Due:** second draft
- Peer review workshop

**4/15 The Ethnicization of Mexican National Culture**

- Rick A. Lopez, *The India Bonita Contest*, pp. 291-328. 🗨️
- Individual meetings

**4/22 Food and National Identity**

- Jeffrey Pilcher, *The Tortilla Discourse*, pp. 77-97. 🖱️
- Jeffrey Pilcher, *Replacing the Aztec Blender*, pp. 99-121. 🖱️

**4/ 29 Presentations and final reflections**

- **Due: Final Paper and presentations**

**I reserve the right to modify this syllabus. In those instances, I will give timely notification in class.**