

History 126
History of Mexico - Spring 2015
T,Th 9:30-10:45 room 581

Dr. Carlos Alberto Contreras

E-mail: carlos.contreras@gcccd.eduWeb page: <http://www.grossmont.edu/carlos.contreras/>

Office Hours: M,W 12:15-1:45; T,Th 10:50- 12:00; and by appointment (you can also call me at my office at those hours). I can help you with anything you need- from understanding course material to preparing for exams and your paper. Of course, you can e-mail me anytime and I can answer your questions that way too. I teach 5 different classes so **when you email, please sign your full name and tell me what class you're in.**

Office: 70-218 (2nd floor Tech Mall)

Phone: (619) 644-7758

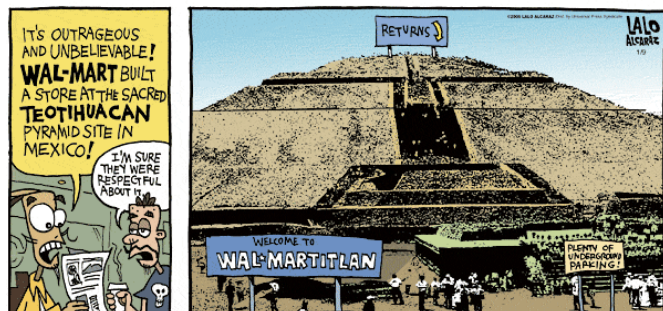
Twitter: Profcontreras1

COURSE DESCRIPTION

History 126 is a general survey of the History of Mexico from its pre-conquest origins to the present. We will explore the social, political, and economic transformations of the country, paying particular attention to the impact of such transformations on the everyday lives of the Mexican people. It also looks at the way Mexico's economic and political relationship to the rest of the world—particularly to the United States—has impacted the nation economically, socially, politically and culturally).

LA CUCARACHA

BY LALO ALCARAZ



Because Mexico has been completely transformed by successive waves of Globalization (flows of people, plants, animals, germs, commodities, ideas, capital, technology), this cartoon can serve as one of our guiding themes: “From Teotihuacan (Before Globalization 1.0) to Wal-Mart (Globalization 3.0)”.

REQUIRED READINGS:

The books listed below are required reading for this course and are available for purchase at the Grossmont College bookstore. You may also want to contact [Ross books](http://rossbooks.com) [(619) 698-2665] at the LA Fitness shopping center on Navajo and Fanita. You should also check **online used book dealers** such as amazon.com, bookfinder.com, abebooks.com, alibris.com, half.com, buy.com, dealoz.com, or <http://www.textbookx.com/>. You can also rent our books- check our bookstore's website for that.

- 1) Meyer, Sherman and Deeds. *The Course of Mexican History*, **10th ed.** (New York: Oxford University Press, **2014**). ISBN 978-0-19-991381-7 (we're using the newest, 10th edition)
- 2) Joseph, Gilbert M, and Timothy J. Henderson, eds. *The Mexico Reader: History, Culture, Politics*. Durham: Duke University Press, 2002. ISBN 0-8223-3042-3

I have two of my personal copies of all of your books at the library on 3-hour reserve for your use. You cannot pass this class without having access to and reading these books. And please take care of them!

I will provide you with a copy of these two short articles, which are **also required**:

3) Contreras, Carlos Alberto. "The Transformation of the Mexican Economy since Colonial Times" in *Encyclopedia of Social Welfare History in North America* (Thousand Oaks, CA: Sage Publications, 2004).

4) Contreras, Carlos Alberto. "The Monroe Doctrine," (Gale/Cengage Learning, 2012). Both are in Blackboard now, along with other Mexico resources.

A good **dictionary** is **highly recommended**. (or good dictionary ap- they're free!)

E-MAIL: I will also **e-mail** you course updates, some documents and newspaper articles that will bring us up to date on some of the topics we will be discussing. All of these handouts/articles are required reading as well. **Make sure your correct email address is in Web Advisor** (it syncs with Blackboard, I can't change it). **Having your correct email address and checking it regularly is mandatory.**

BLACKBOARD -our web management system- will house study guides, quizzes, and other resources related to this course. I will email you from here, and you all can email each other through here too.

To access our History 126 course follow the link through Grossmont College's page from Online Services, or go directly to <http://gcccd.blackboard.com/>

When you enrolled in this class, you were automatically loaded onto Blackboard. Your **username** is the same as your WebAdvisor login. Usually, this is: **first name dot last name** in this format: firstname.lastname (all lower case). Your **password** is a 6 digit PIN - birth date in this format: MMDDYY

Log in problem? Tech Problems? Please go to the GCCCD Online orientation page located at: <http://www.gcccd.net/online>, they have answers to most login problems. If you are still having problems after you go there, call Grossmont's **tech support** at 619-644-7383.

It is **absolutely important** that your **current e-mail address** that you check frequently is in WebAdvisor, and by extension, Blackboard. If you use the Grossmont email address and forgot how to check it, follow this link: http://www.grossmont.edu/campus_email/. If you want to use your own email address, that's fine, just make sure you change it in WebAdvisor.

Once you're logged in to Blackboard and you get the "welcome (your name)" message, click the appropriate class you're enrolled in. You will now see the blue menu buttons on the left.

To keep up with Mexico and the world I highly recommend:

The best sources for **current Mexican politics** are: *Proceso* (<http://www.proceso.com.mx>); *La Jornada* (<http://www.jornada.unam.mx>). I have more Mexico resources in Blackboard.

On radio: National Public Radio (KPBS 89.5 in San Diego), especially "The World"; and BBC's "The Changing World" (<http://www.bbcworld.com>)

On TV: KPBS, especially "The News Hour" at 7pm every night; and "Frontline" (Tuesday nights at 9pm)

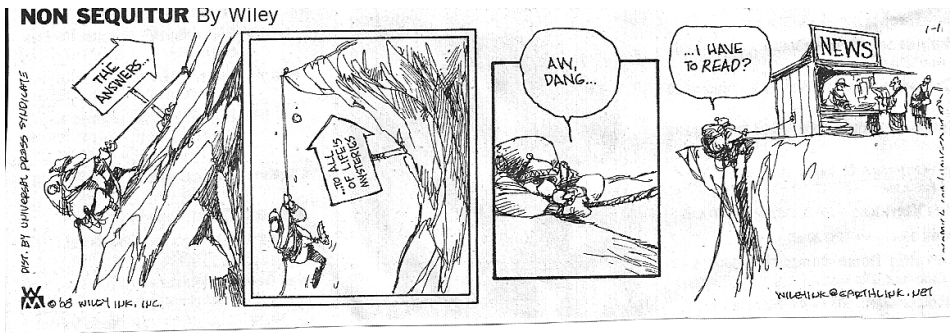
Newspapers: The Los Angeles Times (<http://latimes.com>)

The New York Times (<http://nytimes.com>)

The Economist (<http://www.economist.com>)

Foreign Affairs (<http://www.foreignaffairs.com/>) and Foreign Policy (<http://www.foreignpolicy.com/>)

Follow me on Twitter @Profcontreras1 to keep up with significant events on Mexico and this hemisphere (there is lots going on in Mexico right now!).



OUR GOALS: One of our **goals** is to develop “**the power to grasp what kind of world we are living in,**” as George Orwell put it. To this end, my lectures are designed to help you grapple with **global interactions, global connections,** and to see the “**big picture.**” We will identify the patterns of human activity and then add layers of complexity with more details and examples. Otherwise, we run the danger of not seeing the forest for the trees and we’ll be faced with a frustrating exercise in trying to sort through seemingly endless lists of names, dates, and places. My lectures and the readings overlap but do not parallel one another. **Consistent attendance in lectures and participation in discussion sections is absolutely essential** to understanding the course themes, the readings and films, and of course, to performing well in the class. (The #1 reason too many students fail or get bad grades is because of absences!!)

Student Learning Outcomes: This course is both a lecture course and a discussion section. While I will lecture for some period of time at almost every meeting, each student will be responsible for participating in the accompanying discussion section. Our major goals for the semester are not only to become familiar with the vast sweep of Mexican History, but also to utilize a variety of **primary sources** in interpreting and analyzing history, and to learn to think critically about the analyses and interpretations of other historians (secondary sources).

In particular, each student will be able to do the following upon completion of this course:

- 1) Analyze primary and secondary sources and explain how they support a thesis statement.
- 2) Explain relationships between the causes of historical events and their effects.
- 3) Describe a relevant individual involved in an historical event and explain his/her significance in this event.

Special Accommodations: Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact Disabled Students Programs and Services (DSP&S) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in room 110 or by phone at 619-644-7112 (voice) or 619-644-7119 (TTY for deaf).

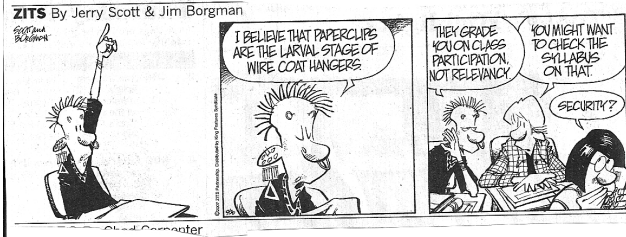
The **counseling center** periodically has valuable workshops on topics ranging from effective **note-taking, test-taking, and reading strategies.** See their bulletin board/web site for dates and times.

COURSE REQUIREMENTS AND EXPECTATIONS

“Knowing is not enough, we must apply. Willing is not enough, we must do.” Bruce Lee

Your **FINAL COURSE GRADE** will be calculated based on the following mandatory components and according to the following percentages (**I don’t do “points”**- I use the following percentages):

1. CLASS PARTICIPATION and attendance (10%)- This is mandatory. “The ability to ask the right question is half the battle of finding the answer.” -Thomas Watson



In order to fully understand the complexities of all of our material and to see how each of our themes or topics fits into the “larger picture”, you will have a series of designated **class discussions** in which we devote class time to exploring our course themes and **making connections with our readings**. **We always lecture and add insights that you need for your tests during our discussion sections- you’re taking notes here too (we never just "regurgitate"!)**. You will receive credit for your verbal contributions and active listening in our group and class discussions. Because discussions are only productive when you have completed the readings, seen the films, and **have your journal responses finished and ready to discuss**. **You will not receive participation credit if you do not come to class prepared or leave!**

You receive 0's when you're absent or when you leave because you didn't do your work- so participate actively to understand our world and gain those participation points!

2. INTERACTIVE JOURNAL (10%)- “There is no thought without words.” Ferdinand de Saussure

You will write a series of short thought pieces (some short answer, some short essay) in which you show your understanding of the concepts and themes being explored in the course and how your readings and films relate to them. I will give you the topics and questions - they are all based on our readings, mainly primary sources from our primary source reader, and films. You will then **bring your written responses to class prepared to discuss them with your classmates and the whole class - this means you need to have them FINISHED BEFORE we begin discussing them**. **Your journal entries will be the basis of our class discussions**.

You don't need to buy any "journal": you will write your responses on regular sheets of paper, and some you write on the handouts I give you.

You will put your name on them, write the due date, and **keep them all together in order**. **Some you turn in on the day we discuss them** (I'll record them and give them back); **some you keep as study guides for your midterm and final** (all of this material is on your exams) **and then turn them all in on the day of the final exam**. **You will turn them all in together, paper-clipped on the day of the final**.

3. QUIZZES (15%)- Three quizzes: one map quiz, and two based on our lectures, readings and films. In the map quiz you identify the **location** of the Mexican states. Multiple-choice. The **in-class, content-based quizzes** are based on our lecture material (you **always take copious notes in class on lectures!**) as well as our readings, especially from our journal entries that we've discussed in class. These are good rehearsal for our midterm and final (some questions from those quizzes will be on the midterm and final).

You'll need a scantron for each: Datalink #26760 (the long and narrow form that has room for 50 questions on each side. Make sure they are the **lettered choices, not numbered**. It can be purchased at the bookstore. If financial considerations are a factor, come by my office before and I'll give you one.

4. PAPER: Primary Source Analysis (15%)- A 4 to 5 page analysis of a primary source (or sources if they're short) on any aspect of the history of Mexico (double spaced, 12 point font). Our *Mexico Reader* is full of primary sources- you can choose yours from here. Some examples of primary sources: historical letters, speeches, Revolutionary proclamations, Revolutionary *corridos* (folk songs), military,

police or diplomatic correspondence. You will place these documents into historical context, assesses their strengths and weaknesses as historical documents, and discuss the ways that these documents contribute to our understanding (or lack of understanding- primary sources can do that) of the history Mexico at that time. You need to clear the source you'll be analyzing with me first. Feel free to consult me at any time during the course of your writing this paper. I'd be happy to provide you with feedback. There is a longer, fuller explanation of this assignment in Blackboard under Assignments.

I need to approve your sources before you start writing in person: type out your primary sources, the preliminary questions that you'll be asking of the primary sources, the secondary sources you'll be using for historical context, and a provisional thesis statement (something you can prove from your primary sources). Present that to me and explain to me what you're doing during my office hours- we need to have this conversation and it cannot be via-email. I will provide you feedback immediately. **See the due date for this in our outline below.**

DUE Electronically: through Safe Assign in Blackboard- see due date in outline below.

5. MIDTERM EXAM (25%)- A two part exam. You need a scantron and a bluebook.

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. **Bring a scantron for this portion, 25% of midterm.** You can use the reverse from your map or in-class quiz.

Part II- Essay portion: some short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be expansive. Show complexity. (~70% of midterm)

The midterm **covers material from our lectures, films, and readings since day one- it is based on content from every class.** I will give you the review one week before (you can check it now in "Assignments", "Exam Reviews" to see what last semester's looks like- it'll be very similar).

A **blue book is required** for this portion. It can be purchased at the bookstore (about 50 cents). You can also make your own "bluebook": staple 8 blank sheets of paper, show it to me and write your exam on that. Out of fairness to everyone else, there will be **no make-up exams.** If there's anything going on in your life, any difficulties, come talk to me during office hours before the exam.

6. FINAL EXAM (25%)- Same format as the midterm. You need a scantron and a bluebook as well.

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. **Bring a scantron for this portion.** (~30% of final exam)

Part II- Essay portion: some short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be expansive. Show complexity. (~70% of final exam)

The final covers material from our lectures, films, and readings since the midterm.

Out of fairness to everyone else, there will be **no make-up exams.** You can't skip the final (or the midterm, or the paper), you'll fail the class and this will be on your permanent record forever. If there's anything going on in your life, any difficulties, come talk to me during office hours before the exam.

Your grading rubric. This is how your exams, papers are graded:

A+, A, and A- : Gradations of this scale indicate outstanding achievement. Essays provide a solid argument and are well supported by appropriate examples drawn from readings, lectures, films. We now use

B+, B, and B- : Gradations of this scale indicate a praiseworthy performance, definitely above average. Essays provide a coherent argument supported by some specific examples.

C+, C: Student's basic effort; an average, satisfactory performance. To improve, essays need to be more coherent and better supported by examples.

D: Need for improvement; student needs to redouble efforts to grasp basic themes of the course.

F: Failing grade.

You will receive **study guides** with **sample questions** before the midterm and the final (copies of last semester's are already in Blackboard, you should go ahead and look at them)

HOW TO DO WELL IN MY CLAS:

Attend class everyday and be ready to start taking notes at exactly the time class starts. It is very common to get lost when you're late or absent. **ABSENCES WILL KILL YOU** (grade-wise).

Read, keep up with the material, be dutiful about your quizzes, take great care in filling out your journal entries, and meaningfully participate in discussions. You cannot wait to be spoon-fed knowledge, nor does critical thinking come automatically. **Knowledge is something you must grab and make yours, and critical thinking takes practice and work!**

We're not just "getting a GE class out of the way" here, **we're helping you understand this complex world and build the skills you'll need to survive in it - to prepare you for the future you envision for yourself!**

STANDARDS FOR MY CLASS- all about courtesy and respect. Read this carefully!!!!

I strive to keep a positive learning environment in our classroom. Side conversations, texting and passing notes are RUDE and a DISTRACTION to the class, and therefore have NO place in our classroom. Just as meaningful participation is rewarded, disruptive behavior will be penalized.

Any behavior that interrupts my teaching or distracts others from learning is not tolerated and will be considered a breach of the Student Code of Conduct and be addressed accordingly. This INCLUDES TEXTING IN CLASS!

Walking in and out of the classroom during class is RUDE and a distraction to the class- so DON'T! Let me know before if you need to leave for some reason. And make absolutely sure you've put your cell phones on silent mode and that they're in your backpack.

Penalties for interrupting our class, texting in class, or disrupting: a one-day suspension for the first time, a two-day suspension for the second time, and being dropped from the class entirely if you do it one more time (this will stay on your permanent record).

Laptops and translation devices are permitted for note-taking purposes only, but if you misuse them even once (other homework, checking email, surfing the web), your laptop privileges will be revoked for the remainder of the semester- you will no longer be allowed to bring it at all.

ATTENDANCE and PUNCTUALITY. I take roll at the beginning of class. **BE ON TIME!** Late arrivals disrupt the flow of the class and will constitute a ½ day absence. I reserve the right to drop you from the class after 3 unexcused absences. **Absences will absolutely affect your grade** because my lectures and our films **cover material not found in your readings** and of course, you're not there for participation points so your grade is affected that way too. I have way too many otherwise smart students earn lousy grades/fail/or lose athletic eligibility because of absences- so don't be one of them!

ACADEMIC INTEGRITY-- READ THIS CAREFULLY!!!!

Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) will result in any one of a variety of sanctions. **CLIPPING AND PASTING FROM ONLINE SOURCES AND PASSING THEM OFF AS YOUR OWN IS CHEATING!!** Such penalties may range from a **failing grade** on the particular exam, paper, project, or assignment (**all of which may lead to a failing grade in the course**) to, under certain conditions, **suspension or expulsion** from a class, program or the college. **Cheating on a test or paper will result in an automatic 0 for that particular assignment/ paper /test and a referral to the Associate Dean.** If you're still unsure of what constitutes plagiarism, read [this page at the Grossmont library](#).

For further clarification and information on these issues, ask me or contact the office of the Associate Dean of Student Affairs.

COURSE OUTLINE (Tentative).

We may need to spend more time on a given topic. If so, changes to our outline will always be announced in class.

Week 1

1/26-2/1

Introduction- "How do we know what we know"?

Readings: Article "Where did Mexicans Come From?" LA Times article by Gregory Rodriguez

Have in writing for next class, **journal entry #1: Part 1)** Read the article "Where did Mexicans Come From?" by Gregory Rodriguez. Choose **one important theme** that the article deals with- tell us about it and then tell us **why** that is important to the study of Mexico. **Part 2) Think deeply** about the following quotes and the multiple ways they force us to think about what we "know" and the ways that we have come to "know what we know". Choose two quotes that resonate with you and write two paragraphs on why they are important to the ways that "know" what we know. Have this finished (three good paragraphs total) and ready to discuss by next class.

"Until lions have their own historians, the hunter will always be glorified" Ethiopian proverb

"Our past is only a little less uncertain than our future, and like the future, it is always changing, always revealing and concealing." Daniel Boorstin, Hidden History

"Our only duty to history is to rewrite it." Oscar Wilde

"The past is never dead. It's not even past." William Faulkner Requiem for a Nun (Act I, Scene III) (referring to, for example, the legacy of slavery [something from the past] into modern times)

"Getting History wrong is part of being a nation" Ernest Renan

6) "The truth does not change according to our ability to stomach it"

Flannery O'Connor

7) Benedict Anderson argues that part of being a nation is "organized remembering and deliberate forgetting." What do you think?

8) "The truth shall set you free, but first it'll piss you off." Gloria Steinem

9) "If you think you think you already have the answer or the truth, it keeps you from learning."

David Henry Hwang, playwright

10) "Everyone is entitled to their own opinion, but not to their own facts." Daniel Patrick Moynihan



Zapata said "The land belongs to those who work it"

This translation: "History belongs to those who work it (or rewrite it)"

Have ready by the second class also a brief paragraph about yourself- educational goals, interests,... anything I should know about you - on a separate sheet of paper.

Day two: "How do we know what we know?"; Historiography (the history of the history of Mexico) / Approaches to History. Then also begin lecture "Mexico's Native Peoples".

Readings: Start reading Meyer, Sherman and Deeds, ch. 1 "The First Mexicans,"
ch. 2 "Mesoamerica's Golden Age: The Classic Period"

Handout: "Where did Mexicans Come From?" By Gregory Rodriguez

Class discussion on your responses to journal #1 and Rodriguez article. - bring journal entry **finished.**

Week 2

2/9-2/15

European Backgrounds: Spain on the Eve of the Conquest

Film clip: "Islam in Europe: When Muslims Ruled Spain"

Native societies in Mexico on the eve of the Conquest

Readings: Meyer, Sherman and Deeds ch. 3 "Times of Trouble: Post-Classic Mexico"
ch. 4 "The Rise of the Aztecs"

ch. 5 "Aztec Society and Culture"

Handout: short article- "Mexico's Indians: One Nation or Many?" (also in BB)

Film- Engineering an Empire: the Maya- take copious notes on it.

Week 3

2/9-2/15

Film: "500 Nations: Mexico" (LRC code #4215, 49 min's)- take copious notes.

Readings: Meyer, Sherman and Deeds ch. 6 "The Spanish Invasion",
ch. 7 "The Settlement of New Spain"

Joseph and Henderson pp.'s 92-94 "Omens Foretelling the Conquest,"
pp.'s 105-108, "Cortés and Moctezuma" by J.H. Elliott

Journal Entry #__ on "500 Nations" and readings; Class Discussion- bring journal entry **finished.**

Week 4

2/16-2/22

No School Monday Feb. 16th- Grossmont Holiday- President's Day

Conquest, and Settlement of Mexico (Mexico's Globalization 1.0)

Readings: Meyer, Sherman and Deeds ch. 8 "The Imperial System Entrenched"

Thursday: **Quiz #1: MAP QUIZ** –location of Mexican states

Bring a Scantron (Datalink form 26760- letter choices, NOT number choices) and a #2 Pencil!

The Church and the Spiritual Conquest of Mexico

Meyer, Sherman and Deeds ch. 10 "The Colonial Church"

Film clips: "I, the Worst of All" (film about Sister Juana and her times)- take notes

Read: *The MX Reader*, "On Men's Hypocrisy" by Sor Juana, pp. 156-159

Week 5

2/23-3/1

The Colonial Economy and Society: the forging of the “Cosmic Race”**Readings:** Meyer, Sherman and Deeds ch. 9 "The Colonial Economy"

ch. 11 "Colonial Society: Race, Class, and Gender"

ch. 12 "Culture and Daily Life in New Spain"

Articles: Carlos Alberto Contreras. “Mexican Economic Policy” for the colonial era
“Latin America’s Indigenous Saint (Juan Diego) Stirs Anger, Pride”

“An Unsettling Racial Score Card” (Casta Paintings) by Gregory Rodriguez

Film clips: "Black in Latin America: Mexico, the Black Granma in the Closet?"**Read:** "Mexico's Blacks Struggle to Unite, Thrive" (LAT, handout)

"The Pride in Memín Pinguín" by Enrique Krauze (LAT handout)

"Negro? Prieto? Moreno? A Question of Identity for Black Mexicans" (LAT handout)

Journal Entry #__; Class Discussion- bring journal entry **finished**.Week 6

3/2-3/8

Rebellions- Hidalgo, Morelos and the Virgin of Guadalupe: Late Colonial Changes and the Move to Independence**Readings:** Meyer, Sherman and Deeds ch. 13 "The Bourbons Restructure New Spain"

ch. 14 "Society and Stress in the Late Colonial Period"

ch. 15 "The Wars for Independence"

ch. 16 "The First Mexican Empire"

The MX Reader: "Sentiments of the Nation" by José María Morelos, pp. 189-192

"Plan of Iguala" by Agustín de Iturbide, pp. 192-196

Journal Entry #__; Class Discussion- bring journal entry **finished**.**Instability, Invasions and the Dismemberment of Mexico: the 1820’s to the 1850’s****Readings:** Meyer, Sherman and Deeds ch. 17 "The Early Mexican Republic, 1824-33"

ch. 18 "Santa Anna, the Centralized State, and the War with the United States"

ch. 19 "Society and Culture in the First Half of the 19th Century"

Contreras, “Mexican Economic Policy” for this time period

The MX Reader: "Décimas Dedicated to Santa Anna's Leg" Anonymous, pp 213-216Week 7

3/9-3/15

Juarez, The Wars of the Reform, the French Invasion and Mexico’s Nascent “Modernization”: Mexico from the 1850’s to 1876**Readings:** Contreras, “The Monroe Doctrine” up through the late 1800's

Meyer, Sherman and Deeds ch’s 20 "The Reform and the French Intervention"

ch. 21 "The Restored Republic, 1867-76: Nascent Modernization"

ch. 22 "Society and Culture in the Middle of the 19th Century"

Joseph and Henderson:

pp. 263-264 "Offer of the Crown to Maximilian" by Junta of Conservative Nobles

pp.’s 270-272 “The Triumph of the Republic” by Benito Juarez

Quiz #2, Thursday (on material since the beginning of the semester) **Bring a Scantron (Datalink form 26760- letter choices, NOT number choices) and a #2 Pencil!**

Week 8

3/16-3/22

Railroads, Rurales, Diaz and “Order and Progress”: The “Modernization” of Mexico, 1876-1910 (Globalization 2.0)

Readings: Meyer, Sherman and Deeds ch. 23 "The Porfiriato: Order and Progress"
ch. 24 "The Costs of Modernization"

ch. 25 "Society and Culture during the Porfiriato"

The MX Reader: pp.'s 271-278 “Porfirio Díaz Visits Yucatán” by Arnold and Frost
pp.'s 279-284 “Scenes from a Lumber Camp” by B. Traven

Journal Entry # __; Class Discussion- bring journal entry **finished**.

Week 9

3/23-3/29

Grossmont Spring BreakWeek 10

3/30-4/5

The Liberal Order Collapses: The Mexican Revolution, 1910-1920

Read: Meyer, Sherman and Deeds ch. 26 "The Liberal Indictment and the Overthrow of Diaz"

ch. 27 "Madero and the Failure of Democracy"

ch. 28 "Huerta and the Failure of Dictatorship"

ch. 29 "The Illusory Quest for a Better Way"

ch. 30 "Society and Culture during the Age of Violence"

MIDTERM Examination is Thursday of this week- Study! (I can help you prepare during my office hours)

Bring bluebook, scantron (#26760), pen and pencil

Week 11

4/6-4/12

Film: “The Mexican Revolution: The Storm that Swept Mexico” (Pt I, DVD 1802)

Read: *The MX Reader*: 333-334 and

pp.'s 335-338 “Land and Liberty” by Ricardo Flores Magón

pp.'s 339-343 “Plan of Ayala” by Emiliano Zapata and others

pp.'s 344-350 “The Restoration of the *Ejido*” by Luis Cabrera

pp.'s 364-371 “Pancho Villa” by John Reed

pp.'s 372-374 “*La Punitiva*” Anonymous corrido

pp.'s 398-402 “The Constitution of 1917: Articles 27 and 123

Journal Entry # _ on film and documents; Discussion- bring journal entry **finished**.

Week 12

4/13-4/19

“Institutionalizing” the Revolution, 1920 to 1940

Readings: Meyer, Sherman and Deeds ch. 31 "Alvaro Obregón Cautiously Implements the Constitution,"

ch. 32 "Mexico Under Plutarco Elías Calles, 1924-1934,"

ch. 33 "Cárdenas Carries the Revolution to the Left,"

ch. 34 "Society and Culture from Obregón to Cárdenas"

The MX Reader, pp.'s 411-417 “The Socialist *ABC*'s”

pp.'s 418-420 “The Ballad of Valentín Sierra”

pp.'s 421-425 “Mexico Must Become a Nation of Institutions and Laws” by Plutarco Elías Calles

pp.'s 445-451 "The Agrarian Reform in La Laguna" by Fernando Benítez
pp.'s 452-455 "The Oil Expropriation" by Josephus Daniels

Week 13

4/20-4/26

The Revolution Becomes "the Miracle": The Drive for Urban and Industrial Mexico, 1940-68

Read: Meyer, Sherman & Deeds, ch. 35 "From Revolution to Evolution, 1940-58"
ch. 36 "The Lull and the Storm, 1958-1976"

The MX Reader, pp.'s 461-463, and

pp.'s 465-469 "They Gave Us the Land" by Juan Rulfo

pp.'s 492-499 "Art and Corruption" by David Alfaro Siqueiros

pp.'s 555-569 "The Student Movement of 1968" by Elena Poniatowska

Film clips: **"The Mexican Revolution: The Storm that Swept Mexico" (Pt II)**

Film clips: "Mexico: From Boom to Bust, 1940-1982" Mexico's "Revolution" from its industrialization efforts to its oil boom and bust. [DVD# _____]

Read: Meyer, Sherman & Deeds ch. 37 "Failures of Development and the Decline of the One-Party State, 1976-1988"

Journal Entry # _ on films and documents; Discussion- bring journal entry **finished**.

Week 14

4/27-5/3

The Growth of Statism: Mexico from the Political Upheaval of 1968 to the Economic Crisis of 1982

Read: *The MX Reader*:

pp.'s 512-519 "The Dark Deeds of 'El Negro' Durazo" by José González G.

pp.'s 545-552 "Modesta Gómez" by Rosario Castellanos

pp.'s 553-554 From the Ruins

pp.'s 570-578 "El Santo's Strange Career" by Anne Rubenstein

The Economic Crisis of 1982, the "Lost Decade," and the Economic and Political Restructuring of Mexico

Readings: Meyer, Sherman & Deeds ch. 38 "The Neoliberal State: A Path to Democracy?"

Carlos Alberto Contreras. "Mexican Economic Policy" for this time period

The MX Reader:

"The Perils of Modernity", pp.'s 461-463

pp.'s 578-590 "After the Earthquake" by Victim's Coordinating Council

pp.'s 591-597 "Letters to Cuauhtémoc Cárdenas" Anonymous

Quiz #3 (on material since the midterm) **Bring a Scantron (Datalink form 26760- letter choices, NOT number choices) and a #2 Pencil!**

Paper Topic/primary sources you're analyzing/questions you're asking of the primary sources/draft thesis for your Primary Source Analysis - DUE IN PERSON any day BEFORE Thursday April 30th, during my office hours. You'll submit this to me in writing (this means **typed and well organized**), and explain to me *what* you're doing and *how* you're going about writing this paper. List the titles and authors and page numbers of the primary sources you've chosen to analyze, the book chapters and sections from our readings that you'll use for historical context for your

paper, the preliminary questions that you'll be asking about the primary sources you've chosen to analyze, and the preliminary draft of your thesis statement (a statement that you can prove from these primary sources that you're analyzing and supporting documentation you're using). I'll clear it and provide you with feedback. **This is mandatory.** I cannot grade your paper if you do not submit this to me and explain to me what you're doing by this date (submit anytime before; or feel free to drop by my office or call during office hours anytime before this). Come by the office during office hours anytime **before this due date. DO NOT WAIT UNTIL THE LAST DAY! Start that now.**

Week 15

5/4-5/10

Neoliberalism, NAFTA, and Globalization 3.0: the Remaking of the Mexican Economy and the Shifting Political Landscape of the 1990s

Readings: Meyer, Sherman & Deeds, ch. 39 "The Challenges of Democratization" *The MX Reader*, pp.'s 461-463 "The Perils of Modernity"

Handouts:

"How a Tortilla Empire Was Built on Favoritism" (NY Times)

Week 16

5/11-5/17

The Zapatista Uprising Shatters the "First World" Myth; and Mexico's Path to Democracy

Readings:

The MX Reader, pp.'s 638-645 "EZLN Demands at the Dialogue Table"

Zapatista Army of National Liberation

pp.'s 646-654 "The Long Journey From Despair to Hope" by Subcomandante Marcos

Film: *The Sixth Sun*; clips from Rage Against the Machine's concert in Mexico City

Journal #_ **Discussion** on film and readings on Mexico in the 1990s- bring journal entry **finished.**

Paper (Primary Source Analysis) -see full directions in Blackboard.

Due by: Thursday May 14th by 11:59pm in Assignments in Blackboard

Week 17

5/18-5/24

Mexico in the 21st Century: the Realignment of Mexican Politics; Economic Change; Migration, Remittances and Capital Flows; and the Narco-threat

Readings: Meyer, Sherman & Deeds, ch. 40 "Society and Culture Since World War II" *The MX Reader*, pp.'s 684-686 "Mexicans Would Not Be Bought, Coerced" by Wayne Cornelius

Read: *The MX Reader*, pp.'s 687-688 "The Border and Beyond"

pp.'s 698 "The *Maquiladoras*" by William Langewiesche

Handouts:

"Oaxacan Saints Find New Home- Santa Monica" LAT July 2010

"How Wal-Mart Used Payoffs to get its way in Mexico" NYT 12-17-12

"The Reconquista: NAFTA Works Both Ways" (Financial Times, 8/2012)

["Paying the Price: Hardship on Mexico's Farms, Bounty for U.S. Tables" \(LAT 12/2014\)](#)

["Company Stores Trap Mexican Farmworkers in Cycle of Debt" \(LAT 12/12/14\)](#)

["Children Harvest Crops and Sacrifice Dreams in Mexico's Fields" \(LAT 12/14/14\)](#)

Recommended film (you can write it up for extra credit): "Presunto Culpable" ("Presumed Guilty"); about Mexico's inefficient judicial system

Week 185/25-6/1 Holiday- Monday May 25th -Memorial Day; **Final Exam Week****The Final Exam for this class is: Tuesday May 26th from 9:25-11:25****Bring a Scantron (Datalink form 26760- letter choices, NOT number choices) and a #2 Pencil!**

Turn in journal entries on the day of our final. Because you need them to study for your finals, you'll turn them all in on the day of your final exam. Make sure they're in order, with your name on them- paper-clipped. **Do not turn in the original articles or handouts. All I want is your answers (on the sheet with questions that I gave you if that is the case) and your analysis.**

You can pick up your journal entries and finals from me anytime after Finals (I keep them for one semester)- or give me a big self-addressed, stamped envelope and I'll mail them back to you. I can hold them for you for one semester only.

Final Averages and corresponding Final Grades: All Grades are final! The best way to ensure that you pass and that you get the grade you want is to do well on every assignment, not "skip" anything and always come to class and take notes. "Skipping" an assignment will absolutely hurt your grade, as will absences!

A+ 97.01 - 100

A 93.01 - 97

A- 90 - 93

B+ 87.01 – 89.99

B 83.01 – 87

B- 80 – 83

C+ 77.01 – 79.99

C 70 – 77 (If you're taking the class Pass/No Pass, you need at least a 70%)

D 60 – 69.99

F 59 and below

Note about Blackboard grade: As I indicate in the detailed explanation of grades section of this syllabus, **I don't do "points"**- all of our assignments are weighted according to the formula explained above.

I tally your **participation** grade after each of our discussion sections and input it to BB at the end- for students who participate meaningfully, this is a boost; and for students who are chronically absent and/or come to class unprepared to discuss our journal entries, this will drop your grade (its a full 10% of your course grade). I would be happy to let you know where you stand on participation during my office hours. I can help you with anything you need during those office hours.

To use the tech mall computers: Show this page of my syllabus to our tech folks there to get in- this is your "referral".

Students are referred to enroll in the following supervised tutoring courses if the service indicated will assist them in achieving or reinforcing the learning objectives of this course:

-IDS 198, Supervised Tutoring to receive tutoring in general computer applications in the Tech Mall;

-English 198W, Supervised Tutoring for assistance in the English Writing Center (Room 70-119); and /or

-IDS 198T, Supervised Tutoring to receive one-on-one tutoring in academic subjects in the Tutoring Center (Rom 70-229, 644-7387).

To add any of these courses, students may obtain Add Codes at the Information/Registration Desk in the Tech Mall.