HISTORY 198
Revolution and Globalization in Modern Mexico
Fall 2005

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Office Hours:
Tuesday       2:30-4:00 p.m.
Wednesday 10:30-12:00 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, and 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 -
• to understand the interconnections between the histories of Mexico and the United States;
• to identify and analyze the ways in which the history of Mexico has been ‘constructed’;
• to become familiar with some of the methodologies and critical perspectives employed by historians to understand and present the experiences of Mexicans;
• to develop clarity of professional expression when writing and speaking about the major events and people in Mexican socio-political history; and
• to consider 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.
Sam Quinones, True Tales from Another Mexico, University of New Mexico Press, 2000; ISBN 0826322964 (hereafter SQ)

These works will be supplemented by several short articles on reserve in the library 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. Students 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.
Requirements and Evaluation:
10% Participation. The student’s mere attendance counts for very little of this grade. Students are expected to come to class prepared to respond to the discussion questions provided by Professor Morrison. This grade also is based on the quality and quantity of the student’s provocative debate, insight, and questioning, and his or her ability to respectfully allow others to do the same, and reflects the student’s comprehension of the information associated with the readings, lectures, and films.

20% Written assignments (4).
20% Exam I
20% Exam II
30% 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 map sections. Specific instructions will be distributed prior to the exams.

Attendance Policy: Attendance is a significant component of this class. Success in the course will be closely linked to comprehension of the lecture material. Attendance is factored into the participation grade. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform the instructor in advance and arrive in a non-disruptive manner. Illness on the date of an exam will be excused only with a doctor’s note. HEALTH CENTER NOTES ARE NOT ACCEPTABLE.

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. All papers should follow Chicago-style documentation. See http://www.dianahacker.com/resdoc/history/bibliography.html with footnotes. 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 prior approval by Professor Morrison.

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

Sept. 1 - 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

Sept. 8 - Assignment # 1 due - draw comparisons between portrayals of Mexican national character presented in the readings and the film, 3-4 pages.
SQ - “West Side Kansas Street,” 153-172.

Week 2
Sept. 6 - Defining Mexicanidad
Film - Y, Tu Mama También (on reserve or possible to rent)

Sept. 13 - Ancient Civilizations

Sept. 15 Colonial Encounters - First contact, victory, sexual conquest
MR- “The Battles of Tenochtitlán and Tlatelolco” 109-113,
MR- Fray Jerónimo de Mendieta, “The Spiritual Conquest” 114-121.
Film - Battle of the Gods (on reserve)
Week 4 – Aspects of Colonial Life
Sept. 20 - Indians, Europeans, Africans, and Mestizos.
Reserve – Woodrow Borah, “The Indians of Tejupan Want to Raise Silk on Their Own,”
Reserve – Rebecca Horn, “Spaniards in the Nahua Countryside,”
Film - *Mexico: Story of Conquest and Courage* vol. 2

Sept. 22 - The Successes and Problems with colonial life.
Reserve – Sor Juana Ines de la Cruz’s, Letter to Sor Filotea, 207-214.
MR – Sor Juana, “On Men’s Hypocrisy,” 156-159
Film - *Forgotten Roots (or La raiz olvidada)*

Week 5
Sept. 27 – The Drive toward Independence.
MR José María Morelos, “Sentiments of the Nation,” 189-191
Agustín de Iturbide, “Plan of Iguala,” 192-195
Assignment # 2 due - Using class sources, write a four to five-page essay that describes the emergence of Mexican national identity in the colonial period. Create your own thesis and defend it with evidence.

Sept. 29 - Independence at What Cost.
Readings – Reserve, *The Course of Mexican History*, chapters 17, 18, 19,

Week 6
Oct. 4 – Exam I

Oct. 6 – Conflict with the United States, Juarez, and Reform
Reserve - Josefina Zoraida Vázquez, “War and Peace with the United States,”
Film - either *Juarez* or *One Man’s Hero*

Week 7
Oct. 11 - Fall Break

Oct. 13 - The Porfiriato
MR - Channing Arnold and Frederick J. Tabor Frost, “Porfirio Díaz Visits Yucatán,“
MR – James Creelman, “President Diaz, Hero of the Americas,”
MR - Anonymous, “Gift of the Skeletons,”
Week 8
Oct. 18 - The Porfiriato continued
Film - *Mexico: Story of Conquest and Courage* vol. 3

Oct. 20 - The Porfiriato continued.
Readings - Beezley, *Judas at the Jockey Club*, “Judas at the Jockey Club,”
SQ - “Jesús Malverde,”

Week 9
Oct. 25 - The Revolution
MR - Ricardo Flores Magón, “Land and Liberty,” 335-338
MR - Emiliano Zapata and Others, “Plan of Ayala,” 339-343
Assignment # 3 Due - Use the class readings and two additional textual sources to evaluate the role of the Porfiriato in the creating the conditions that led to the Mexican Revolution. Or answer the question of whether Mexico would have had a revolution without the Presidency of Porfirio Diaz (3-4 pages). The only allowable web-based sources are those available through JSTOR or EBSCOHost.

Oct. 27 - The Revolution
MR - Wiliam O. Jenkins, “Mexico Has Turned into a Hell,” 357-363
Film - *Old Gringo* (also possible to rent)

Week 10
Nov. 1 - The Revolution
MR - Plutarco Elias Calles, “Mexico Must Become a Nation of Institutions and Laws,” 421-425

Nov. 3 - The Cardenas Years
Film - *The White Rose (or La rosa blanca)*

Week 11
Nov. 8 -The Cardenas Years
Film - *Herod’s Law (or Ley de Herodes)*
Nov. 10 - **Exam II**

Week 12
Nov. 15 - The PRI Governments  

Nov. 17 - Cultural Awakenings  
Intellectuals, the Media, and the State  
**Reserve** - Anne Rubenstein, “Mass Media and Popular Culture in the Postrevolutionary Era,”  
SQ - “Telenovela,” 53-77.  
Film - *Frida* (also possible to rent)

Week 13  
Nov. 22 - The Economics of Modern Development  
SQ - “The Popsicle Kings of Tocumbo,”  
Film - *Canao*

**Assignment #4 due** - After the Revolution Mexico experienced an artistic and literary boom. Use class readings and two additional sources to write a three to four-page essay describing the factors that made this possible. The only allowable web-based sources are those available through JSTOR or EBSCOHost.

Nov. 23, 24, 25 - Thanksgiving Break

Week 14
Nov. 29 - Reformers and Inertia  
Reserve - “Mexico since 1988,” 667-698  

Dec. 1 - NAFTA and Its Critics  
President Clinton on NAFTA  
**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. 6 - Stories of Immigrants  
Readings - **Handout**, “Bracero Program,”  
Film - *A Day Without a Mexican* (possible to rent)
Dec. 8 - Wrap-Up - Who best represents Mexico?
Readings - SQ “San Quintin”
Return to first class reading, Alan Riding, “The Mexicans,”

The instructor reserves the right to modify this syllabus with appropriate notification in class.