

Course Syllabus

History OF Modern Mexico History 4359, section 501, Spring 2010 JO 4.102, TH 7:00-9:45

Professor Contact Information

Dr. Monica Rankin
JO 5.204
(972) 883-2005
Mobile: (972) 822-5375
mraink@utdallas.edu
www.utdallas.edu/~mraink

Office Hours: TH 5:00-7:00 or by appointment

Course Description

This course is designed to give students an overview of the political, economic, social, and cultural history of Mexico from the era of Independence (roughly 1810 to present). The course consists of lectures, which will outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative, combined with discussion of targeted secondary and primary works.

Student Learning Objectives/Outcomes

- Students will gain an overall understanding of the narrative history of Mexico from its independence (roughly 1821) to present.
 - Students will demonstrate their ability to interpret and analyze historical essays as well as primary source material in the context of nineteenth-century Liberalism, the 1910 Revolution, and the cultural shifts of the late twentieth-century through written assignments and classroom discussions.
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Required Textbooks and Materials

Colin M. MacLachlan and William H. Beezley, *El Gran Pueblo: A History of Greater Mexico*, 3rd Edition, Prentice Hall (2004) ISBN: 0-13-184114-9

Jeffrey M. Pilcher, ed. *The Human Tradition in Mexico*, SR Books (2003) ISBN: 0-8420-2976-1

Nora Jaffary, *Mexican History: A Primary Source Reader*, Westview Press (2010) ISBN: 0-8133-4334-1

Readings on Electronic Reserve at McDermott Library

1. Javier Jodriguez Piña, "Conservatives Contest the Meaning of Independence (1846-1855)" in William Beezley and David Lorey (eds.) *Viva Mexico! Viva la independencia! Celebrations of September 16*. SR Books (2001) pp. 101-130.
2. James Creelman, "President Diaz, Hero of the Americas," in Gilbert M. Joseph and Timothy J. Henderson (eds.) *The Mexico Reader: History, Culture, Politics*. Duke (2002) pp. 285-291.
3. Gilbert M. Joseph and Allen Wells, "The Rough-and-Tumble Career of Pedro Crespo," in William Beezley and Judith Ewell (eds.) *The Human Tradition in Modern Latin America*. SR Books (2001) pp. 131-146.
4. Nancy Brandt, "Pancho Villa: The Making of a Modern Legend," in *The Americas*, Vol. 21, No. 2 (October 1964) pp. 146-162.
5. "The Proletariat in the Saddle," in William B. Davis, *Experiences and Observations of an American Consular Officer During the Mexican Revolutions*. Kessinger Publishing (2005). pp. 152-156.
6. Mexico in World War II primary documents

****Note:** There is a website for this course with pertinent information such as the syllabus, lecture questions, recent news stories on Mexico, and lecture questions. I will also post copies of all handouts such as exams and study guides. Any important announcements will be posted on the course homepage. Finally, you will find some specific discussion questions on the website to guide you through the non-textbook readings every week. You may use any/all of the discussion questions as a guide for writing your reading responses if you choose, but you are not required to follow the discussion question format

Assignments and Grading

Class Participation: All students are expected to participate in class discussions by incorporating information from assigned readings and class lectures. Students' participation should be constructive and contribute to the overall discussion. Please consider quality as well as quantity in class discussions. Formal class discussions will take place at the beginning of most class sessions. Reading assignments out of the Pilcher and Jaffary books, and any additional readings on course reserves will correspond thematically to the previous week's lecture. Students should use their reading responses as the basis for class discussion.

Reading Response: Students will prepare a reading response journal for each secondary reading assigned from the Pilcher volume and readings on course reserves. (Please note: no response papers are required from the MacLachlan/Beezley text.) The papers should include a brief summary stating the author's main argument, followed by general points that tie the readings and lectures together. Students will also prepare a response for each of the primary documents assigned from the Jaffary volume and any primary documents on course reserves. These responses should include the most important points students have identified from the primary documents and a brief analysis of how the documents relate to lecture and other readings. These papers must be typed and turned in at the end of formal class discussions. Responses should be approximately 2-4 typed pages, double-spaced (or 1-2 good paragraphs per reading). They do not need to be written as formal essays. Instead, think of them as a set of notes to provide quick reference to reading material for in-class discussions and in writing the mid-term and final exams. See my website for suggested topics for response papers.

Exams: The exams in this class will be take-home exams. They will comprise various ID terms that must be defined and tied to specific examples from the assigned readings. I will provide students with exam questions and thorough instructions in advance. Exams will be due on the days listed in the course schedule. They must be typed and uploaded to TURNITIN.com.

Map Quiz: There is a map quiz scheduled for early in the semester. Study guides will be posted on the course website. You will need to be able to locate all Mexican states and their capitals, plus major bodies of water.

Writing Format: All journal entries and exams must be typed with 12-point font and all pages should be stapled. Exams must be double spaced, journals may be either double or single spaced. Your name, course number, assignment description, date, and my name should appear at the top LEFT corner of the first page for journal entries. All exams should include a cover page with the above information. Exams must follow the format for formal academic writing. In addition to content, exams will also be graded for suitable grammar, appropriate style, and proper mechanics. Proper citations must be used in formal essay exams. Please see Kate Turabian's *Manual for Writers of Term Papers, Theses and Dissertations* for a guide to grammar and stylistic concerns in formal writing (see also www.dianahacker.com).

Grading Policy

The grading in this course is based on two exams, a map quiz, reading response journals, and class participation. The breakdown of the grading is as follows:

Exam 1	100 points
Final Exam	100 points
Map Quiz	50 points
Reading Response Journals	100 points
<u>Class Participation</u>	<u>100 points</u>

Course & Instructor Policies

Attendance will be taken every week by passing around a sign-in sheet. Your attendance record will be considered when figuring class participation. Please keep in mind that it is not possible to “make-up” class participation. If you are not physically (and mentally) present in the classroom, it will affect your participation grade. Furthermore, past experience has proven that students who attend class regularly tend to earn higher grades. I frequently include information in my lectures that is not necessarily covered in your reading. It behooves you to be present to listen to lectures and participate in class. Finally, please refrain from disruptive behavior such as arriving late, departing early, talking, sleeping, reading the newspaper, etc. (I reserve the right to add to this list as needed).

No late assignments will be accepted and there is no make-up policy for in-class work. I will drop two response journals from the final grade for each student in lieu of allowing late work or make-ups. I will NOT accept final versions of any assignments as e-mail attachments unless previous arrangements have been made.

All reading responses must be typed and prepared prior to class. I will collect reading responses at the end of each formal class discussion or as otherwise indicated. All formal exams must be uploaded to TURNITIN.com by midnight on the due date.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some audiences may take offense at topics of a sensitive nature. There will be NO substitutions of readings, films, documents, presentations, and/or other course requirements to suit personal preferences and/or sensitivities. There are NO EXCEPTIONS to this rule.

Assignments & Academic Calendar

January 14	Week 1 Introduction to the Course Lecture 1: A Snapshot of Colonial Mexico Textbook Reading: <i>Gran Pueblo</i> , Introduction and Chapter 1 (pp. 1-4)
January 21	Week 2 Discussion of Journal 1 Journal 1 Reading: <i>Human Tradition</i> , Introduction and Chapter 1 Primary Documents from <i>Mexican History</i> : 25, 30, &31 Lecture 2: Independence in Mexico: 4 Stages Textbook Reading: <i>Gran Pueblo</i> , Introduction and Chapter 1 (pp. 4-end)
January 28	Week 3 Discussion of Journal 2

Journal 2 Reading:

Human Tradition, Chapter 2

Primary Documents from *Mexican History*: 32, 33, & 34

Lecture 3: Santa Anna: Foreign Wars and Domestic Turmoil

Textbook Reading:

Gran Pueblo, Chapter 2

February 4	Week 4 Latin American Studies lecture – Rolando Hinojosa 7:00 reception 8:00 lecture Meet in JO Performance Hall
February 11	Week 5 Map Quiz Discussion of Journal 3 Journal 3 Reading: <i>Human Tradition</i> , Chapter 3 Primary Documents from <i>Mexican History</i> : 36 & 39 Lecture 4: La Reforma and Los Franceses Textbook Reading: <i>Gran Pueblo</i> , Chapter 3
February 18	Week 6 Discussion of Journal 4 Journal 4 Reading Reserve Reading #1 <i>Viva Mexico</i> , Chapter 5 <i>Human Tradition</i> , Chapter 4 Primary Documents from <i>Mexican History</i> : 42, & 43 Lecture 5: Porfirian Paradigm Textbook Reading: <i>Gran Pueblo</i> , Chapters 4 & 5
February 25	Week 7 Discussion of Journal 5 Journal 5 Reading <i>Human Tradition</i> , Chapter 6 Primary Documents from <i>Mexican History</i> : 45, 46, 50, 51 Lecture 6: Nascent Revolution Textbook Reading: <i>Gran Pueblo</i> , Chapter 6
	Week 8

March 4 **Exam 1 Due – upload to turnitin.com by midnight**

Lecture 7: The Mexican Revolution

Textbook Reading:

Gran Pueblo, Chapter 7

March 11 **Week 9**
Discussion of Journal 6

Journal 6 Readings

Primary Documents from *Mexican History*: 49 & 52

Reserve Reading #2, “The Creelman Interview”

Reserve Reading #3, Joseph, “Pedro Crespo”

Lecture 8: Chaos and Constitution

Textbook Reading:

Gran Pueblo, Chapter 8

March 18 **SPRING BREAK WEEK**
No Class

March 25 **Week 10**
Presentation by U.S.-Mexico Center

Journal 7 Readings

Reserve Reading #4, Brandt, “Pancho Villa”

Primary Documents from *Mexican History*: 54, 56

Week 11

April 1 Discussion of Journals 7 & 8

Journal 8 Readings

Human Tradition, Chapter 9

Primary Documents from *Mexican History*: 55

Reserve Reading #5, Davis, “Proletariat in the Saddle”

Lecture 9: The Sonoran Triangle and the Maximato

Textbook Reading

Gran Pueblo, Chapter 9

Week 12

April 8 Discussion of Journal 9

Journal 9 Reading

Human Tradition, Chapter 10 (to p. 351)

Primary Documents from *Mexican History*: 57, 58, 59

Lecture 10: Revolution and World War II

Textbook Reading:

Gran Pueblo, Chapter 10 (pp 338-350)

April 15	<p>Week 13 Discussion of Journal 10 Journal 10 Reading <i>Human Tradition</i>, Chapter 12 Primary Documents from <i>Mexican History</i>: 61 & 63 Reserve Reading #6, WWII documents</p> <p>Lecture 11: The Mexican Miracle Textbook Reading: <i>Gran Pueblo</i>, Chapter 10 (pp351-end)</p>
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April 22	<p>Week 14 Discussion of Journal 11 Journal 11 Reading: <i>Human Tradition</i>, Chapter 13 Primary Documents from <i>Mexican History</i>: 64 & 65</p> <p>Lecture 12: Crisis and Collapse: 1968 Textbook Reading: <i>Gran Pueblo</i>, Chapter 11 (pp 377-400)</p>
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April 29	<p>Week 15 Discussion of Journal 12 Journal 12 Reading <i>Human Tradition</i>, Chapter 14 Primary Documents from <i>Mexican History</i>: 68, 69, & 70</p> <p>Lecture 13: A 3-D View of Mexico since 1980 Textbook Reading: <i>Gran Pueblo</i>, Chapter 11 (pp 401-end)</p> <p>Assigned Reading (no journal due) <i>Human Tradition</i>, Chapter 15 Primary Documents from <i>Mexican History</i>: 71, 72, 73, & 75</p>
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May 11	<p>Finals Week Final Exam Due by Midnight</p>

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.