

**HIST 6365**  
**MEXICAN REVOLUTION**  
**FALL 2023, M,4:00-6:45, JO 3.536**

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**PROFESSOR CONTACT INFORMATION**

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**COURSE DESCRIPTION**

The course will examine the nature of Mexico's 1910 Revolution using a combination of historical studies, first-hand accounts, and literary accounts. The course will start with an overview of the causes and course of the revolution, followed by an in-depth consideration of the legacy and meaning of the revolutionary era. The emphasis will be on how participants and observers of the war molded the revolution into a movement that took on increasing cultural importance and became intricately linked to evolving notions of Mexican identity. Focusing on representations of the revolution in various expressions of popular culture throughout the twentieth-century, we will examine how "revolutionaries" became legendary icons of greater meaning not only for Mexico, but for U.S. and other foreign observers.

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**STUDENT LEARNING OBJECTIVES/OUTCOMES**

- Students will demonstrate a thorough knowledge of the causes, course, and legacy of the Mexican Revolution in the twentieth century.
  - Students will demonstrate an ability to evaluate the shifting meaning of the Mexican Revolution in national and international cultural contexts over the course of the twentieth century.
  - Students will demonstrate an ability to construct an original research project of a topic relating to Mexican Revolutionary culture.
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**REQUIRED TEXTBOOKS AND MATERIALS**

**Weekly Books:**

**Studies of the Porfiriato (Chose one for week 3):**

- Michael Johns, *The City of Mexico in the Age of Diaz* (University of Texas Press, 1997)
- Steven Bunker, *Creating Mexican Consumer Culture in the Age of Porfirio Diaz* (University of New Mexico Press, 2012)
- Stephen Neufeld, *The Blood Contingent: The Military and the Making of Modern Mexico* (University of New Mexico Press, 2017)
- James Garza, *The Imagined Underworld: Sex, Crime, and Vice in Porfirian Mexico City* (University of Nebraska Press, 2009)
- Jason Ruiz, *Americans in the Treasure House: Travel to Porfirian Mexico and the Cultural Politics of Empire* (University of Texas Press, 2014)
- Mark Overmyer-Velazquez, *Visions of the Emerald City: Modernity, Tradition, and the Formation of Porfirian Oaxaca, Mexico* (Duke University Press, 2006)
- Jonathan Weber, *Death Is All around Us: Corpses, Chaos, and Public Health in Porfirian Mexico City* (University of Nebraska Press, 2019)
- Paul Garner, *Porfirio Diaz* (Routledge, 2001)
- Richard Weiner, *Race, Nation, and Market: Economic Culture in Porfirian Mexico* (University of Arizona Press, 2004)

- Mauricio Tenorio-Trillo, *Mexico at the World's Fairs: Crafting a Modern Nation* (University of California Press, 2018)
- Michael Matthews, *The Civilizing Machine: A Cultural History of Mexican Railroads, 1876-1910* (University of Nebraska Press, 2014)
- Matthew Esposito, *Funerals, Festivals, and Cultural Politics in Porfirian Mexico* (University of New Mexico Press, 2010)
- Natalia Priego, *Positivism, Science, and The Scientists in Porfirian Mexico: A Reappraisal* (Liverpool University Press, 2016)
- John Coatsworth, *Growth Against Development: The Economic Impact of Railroads in Porfirian Mexico* (Northern Illinois University Press, 1981)

**General Studies of the Mexican Revolution (Choose one for week 4):**

- Adolfo Gilly, *The Mexican Revolution* (The New Press, 2005) ISBN: 978-1-59558-123-5
- Frank Tannenbaum, *Peace By Revolution: Mexico After 1910* (Columbia University Press, 1968) ASIN: B003Q21C5G
- William H. Beezley, *Mexicans in Revolution, 1910-1946: An Introduction* (University of Nebraska Press, 2009) ISBN: 978-0803224476
- Alan Knight, *The Mexican Revolution, Volume 1: Porfirians, Liberals, and Peasants* (University of Nebraska Press, 1990) ISBN: 978-0803277700
- Alan Knight, *The Mexican Revolution, Volume 2: Counter-revolution and Reconstruction* (University of Nebraska Press, 1990) ISBN: 978-0803277717
- D.A. Brading, *Caudillo and Peasant in the Mexican Revolution* (Cambridge Latin American Studies) Cambridge, 2008 ISBN: 978-0521102094
- John Mason Hart, *Revolutionary Mexico: The Coming and Process of the Mexican Revolution* (University of California Press, 1997) ISBN: 978-0520215313
- Charles C. Cumberland, *Mexican Revolution: Genesis under Madero* (Texas Pan American Series) (University of Texas, 1974)
- Charles C. Cumberland, *Mexican Revolution: The Constitutionalist Years* (Texas Pan American Series) (University of Texas, 1972)
- Michael J. Gonzalez, *The Mexican Revolution: 1910-1940* (University of New Mexico Press, 2002).
- Frank McLynn, *Villa and Zapata: A History of the Mexican Revolution* (Basic Books, 2002)
- Mark Wasserman, *The Mexican Revolution: A Brief History with Documents* (Bedford, St. Martin, 2012)
- James W. Wilkie, *The Mexican Revolution: Federal Expenditure and Social Change since 1910* (University of California Press, 1970).

**The United States Gets Involved (Choose one for week 7):**

- Friedrich Schuler, *Murder and Counterrevolution in Mexico: The Eyewitness Account of German Ambassador Paul von Hintze, 1912-1914* (University of Nebraska Press, 2015)
- Anita Brenner, *The Wind that Swept Mexico* (University of Texas Press, 1984) ISBN: 0292790244
- John Reed. *Insurgent Mexico; With Pancho Villa in the Mexican Revolution* (Red and Black Publishers, 2009) ISBN: 978-1934941652
- Colin MacLachlan, *Anarchism and the Mexican Revolution: The Political Trials of Ricardo Flores Magon in the United States* (University of California, 1991)
- Gilbert Joseph, *Revolution from Without: Yucatan, Mexico, and the United States, 1880-1924* (Duke University Press, 1987)
- John S. D. Eisenhower, *Intervention! The United States and the Mexican Revolution, 1913-1917* (W. W. Norton, 1995)
- Robert Quirk, *An Affair of Honor: Woodrow Wilson and the Occupation of Veracruz* (W. W. Norton, 1962)
- Linda Hall & Don Coerver, *Revolution on the Border: The United States and Mexico, 1910-1920* (University of New Mexico Press, 1988)
- Mark Gilderhus, *Diplomacy and Revolution: United States-Mexican Relations under Wilson and Carranza* (University of Arizona Press, 1977)

- John Britton, *Revolution and Ideology: Images of the Mexican Revolution in the United States* (University Press of Kentucky, 1995)

**Literature (Choose one for week 8):**

- Martin Luis Guzman, *The Eagle and the Serpent*
- Elena Poniatowska *Here's to You, Jesusa!*
- Angeles Mastretta, *Lovesick*
- Mariano Azuela, *The Underdogs: A Novel of the Mexican Revolution*
- Carlos Fuentes, *The Old Gringo: A Novel*
- Laura Esquivel, *Like Water for Chocolate*
- Juan Rulfo, *Pedro Paramo*
- Carlos Fuentes, *The Death of Artemio Cruz*
- Nellie Campobello, *Cartucho and My Mother's Hands*
- Jose Ruben Romero, *The Futile Life of Pito Perez*
- Gregorio Lopez y Fuentes, *El Indio*
- Angeles Mastretta, *Tear This Heart Out*

**Films (Choose one for week 10):**

- *Revolucion* (2010)
- *And Starring Pancho Villa as Himself* (2003)
- *Viva Zapata* (1952)
- *Vamonos con Pancho Villa* (1936)
- *El Compadre Mendoza* (1933)
- *Prisionero 13* (1933)
- *Enamorada* (1946)
- *La Cucaracha (The Soldiers of Pancho Villa)* (1959)

**Articles and Chapters on Reserve:**

1. Alan Knight, "The Mexican Revolution," in *History Today*, (1980) Vol. 30, No. 5.
2. James C. Davies, "Toward a Theory of Revolution," *American Sociological Review*, Vol. 27, No. 1 (Feb. 1962) pp5-19.
3. Cole Blasier, "Studies of Social Revolution: Origins in Mexico, Bolivia, and Cuba," *Latin American Research Review*, Vol. 2, No. 3 (Summer 1967) pp28-64.
4. Alan Knight, "Revisionism and Revolution: Mexico Compared to England and France," in *Past & Present*, No. 134 (Feb. 1992) pp. 159-199
5. Walter L. Goldfrank, "Theories of Revolution and Revolution without Theory: The Case of Mexico," in *Theory and Society* Vol. 7, No. ½ (Jan.-March 1979) pp. 135-165.
6. William D. Raat, "Ideas and Society in Don Porfirio's Mexico," *The Americas*, Vol. 30, No. 1 (Jul. 1973), pp32-53.
7. David C. Bailey, "Revisionism and the Recent Historiography of the Mexican Revolution," *The Hispanic American Historical Review*, Vol. 58-, NO. 1 (Feb. 1978) pp62-79.
8. Paul J. Vanderwood, "Resurveying the Mexican Revolution: Three Provocative New Syntheses and Their Shortfalls," *Mexican Studies/Estudios Mexicanos*, Vol. 5, No. 1 (Winter 1989) pp145-163.
9. Alan Knight, "Paul Vanderwood's Resurveying the Mexican Revolution: A Clarification," *Mexican Studies/Estudios Mexicanos*, Vol 6, No. 1 (Winter 1990) pp161-167.
10. Paul Vanderwood, "Paul Vanderwood Responds," *Mexican Studies/Estudios Mexicanos*, Vol. 6, No. 1 (Winter 1990) p167.
11. Alan Knight, "The Mexican Revolution: Bourgeois? Nationalist? Or Just a 'Great Rebellion'?" in *Bulletin of Latin American Research* Vol. 4, No. 2 (1985) pp. 1-37.

The grading in this course is based on weekly discussions, weekly notes, written assignments, and a final project. The breakdown of the grading is as follows:

Weekly Notes	25%
Participation	25%
Final Project (incl. presentation)	50%

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### COURSE & INSTRUCTOR POLICIES

No late assignments will be accepted and there is no make-up policy for in-class work.

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. There are NO EXCEPTIONS to this rule.

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### ASSIGNMENTS

**Weekly Notes:** All students will prepare a reading response or set of thorough notes for all readings assigned. These must be shared with all students in the class – we can decide during the first class meeting which format students will prefer for note sharing. During most weeks, all students will be reading different foundational books on the Mexican Revolution and our discussions will focus on bringing these works into conversation with each other. At the end of the semester, you should have a firm concept of the nature of the scholarly debate along with a thorough set of notes for most of the foundational scholarship. Keep this in mind as you are preparing your notes – you want them to be clear and understandable for your classmates who have not read the book. How would you teach this material if you were the instructor?

Notes should include a statement of the author’s main argument, followed by supporting evidence the author provides. You should examine the author’s use of sources, methodology, and theory. Your notes should conclude with a critical analysis of the readings. In your analysis, you should provide your critique of the readings. This is also where you should include any information you have about the author that may influence your interpretation of the readings. It is also appropriate to compare your critique to published reviews of the readings (where available). Peer-reviewed journals publish reviews of many historical monographs, and these should be available for most books assigned in this course. For literary sources and primary sources, you should prepare an analytical response emphasizing the historical relevance of the source. Since this is a graduate-level reading seminar, I expect your notes to be thorough and to reflect graduate-level analysis. I suggest using the following general guide for preparing weekly notes.

#### SUGGESTED NOTE-TAKING FORMAT:

- **Title/Author:** Is there any significance in the title chosen for the work? Who is the author? What do you know about him/her? Field? Discipline? Institutional affiliation? Peers/colleagues? For books, was it first a dissertation? What else has the author written?
- **Publisher:** Who is the publisher? What do you know about the press? Is it academic or otherwise? What is the publisher known for? What other types of work has the publisher produced? Is the book part of a series? What is the nature of the series? Who is the series editor? What do you know about him/her?
- **Thesis:** What is the author’s main argument (as opposed to the subject of the book)?
- **Evidence:** How does the author support his/her main argument?
- **Research/sources:** Look at the notes and bibliography. What primary and secondary sources did the author consult? Which libraries, collections, archives, etc. were involved?
- **Methodology:** How did the author approach his/her sources? What questions were asked? Are any theoretical frameworks involved? Are there any inherent challenges to the sources and/or approach? How has the author attempted to contend with those challenges?

- **Body of Scholarship:** Who else has written on the topic? Who else has used similar sources and/or theoretical models? Where does the work fit within the existing body of literature? It is responding to a previous study? Was it a seminal work? What have other scholars said about it?
- **Critique/analysis:** What is your overall critique of the work? Is the thesis solid? Has the author defended it well? What is your opinion of the use of sources and methodology? How can you use the information presented? How can you use the methodological model?

**Class Participation:** This is a graduate readings/research seminar and all students are expected to participate in class discussions. Approximately half or more of every class meeting will be devoted to discussing that week's readings. Please come to class prepared to contribute to a graduate-level discussion. You should have clear opinions about the week's readings, authors, topics, etc. Class participation is a large portion of your final grade.

**Final Project:** The final project in this course will be a research oriented seminar paper dealing with the Mexican Revolution, based on primary sources. We will periodically discuss potential topics in class and you should contact me early in the semester to discuss your topic and have it approved. The course schedule includes various progress report stages where everyone will report on the status of their projects. In the last two weeks of the semester, you will prepare a rough draft of your paper for peer review by one of your classmates. Each student will give an oral presentation (conference paper style) followed by commentary by the peer reviewer and questions/commentary from the entire class.

**LIBRARY RESOURCES:**

[libref@utdallas.edu](mailto:libref@utdallas.edu) – use this email to send inquiries or set up an appointment with a reference librarian.

Library Webpage: [www.utdallas.edu/library](http://www.utdallas.edu/library)

**TexShare Card:** Library card available through the McDermott Library that gives all UTD students borrower privileges at most university and public libraries throughout the state of Texas.

**OTHER RESOURCES:**

**Casahistoria (Documents on the Mexican Revolution):** <http://www.casahistoria.net/mexicorevolution.htm#Documents>

**Primary Documents on the Mexican Revolution (Documents on the web provided by Our Lady of the Lake University Library):**

<http://lib.ollusa.edu/netguides/mexico/mexrev.htm#web>

**Historical Text Archive (Sources on the Mexican Revolution):**

<http://historicaltextarchive.com/links.php?op=viewslink&sid=224>

**Robert Runyon Photograph Collection of the South Texas Border Area (Provided by the University of Texas at Austin Library):**

<http://memory.loc.gov/ammem/award97/txuhtml/runyhome.html>

**Latin American History Links (CSU Ohio):**

<http://www.csuohio.edu/history/courses/Josehis165/LINKS.htm>

**Nettie Lee Benson Latin American Collection at the University of Texas at Austin:**

<http://www.lib.utexas.edu/benson/>

**Revolutionary Mexico in Newspapers (1910-1920) Microfilm collection:**

<http://www.lib.utexas.edu/benson/revolutionarymexico/>

**Latin American Network Information Center (LANIC)**

<http://lanic.utexas.edu/>

**H-LATAM:** Web-based, scholarly discussion network of Latin American historians and other scholars. This is a good forum for keeping up on current literary debates and also to query experts in the field for advice on literature, methodology, archives, etc.

<http://www.h-net.org/>

**H-Mexico:** H-Net discussion group dedicated to Mexican history and studies. Features subscription details and reviews

<http://www.h-net.org/~mexico/>

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**ACADEMIC CALENDAR:**

The following schedule outlines the topics and reading assignments for each class. This schedule is subject to change. Any changes made to the schedule and/or any other course requirements will be announced in class and will be communicated via campus email.

**WEEK 1**

**August 21** Course Introduction

**WEEK 2**

**August 28** **GENERAL THEORY OF REVOLUTION**  
Discussion of Readings  
Reserve Readings #s 1-5

Mini-lecture: Introduction to Porfiriato

**WEEK 3**

**September 11** **THE PORFIRIATO**  
Discussion of Readings  
Choose 1 monograph  
Reserve Readings #s 6-7

Mini-lecture: Introduction to the Mexican Revolution

**WEEK 4**

**September 18** **INTERPRETATIONS OF THE MEXICAN REVOLUTION**  
Discussion of Readings  
Choose 1 general text  
Reserve Readings #s 7-11

**WEEK 5**

**September 25** **PROJECT WORKSHOP**  
This class session may meet in an alternate location

**WEEK 6**

**October 2** **FINAL PROJECT WORKSHOP**  
Presentation and Discussion of Final Project Topics  
Turn in TYPED: preliminary title and project description, preliminary thesis statement, list of sources  
Bring a computer or tablet – we will continue to workshop research/sources

**WEEK 7**

**October 9** **U.S. INVOLVEMENT**  
Select one of the readings on US Involvement

**WEEK 8**

**October 16** **REVOLUTION IN LITERATURE**  
Select one of the readings from works in literature

**WEEK 9**

**INDEPENDENT WORK**

<b>OCTOBER 23</b>	Focus on primary source research – prepare for workshop next week
<b>Week 10</b> <b>October 30</b>	<b>Project Workshop</b> Bring a computer or tablet – we will continue to workshop research/sources
<b>WEEK 11</b> <b>November 6</b>	<b>REVOLUTION IN FILM</b> View and research one film from the list provided
<b>Week 12</b> <b>November 13</b>	<b>Independent Work</b> Work on rough draft and presentation
<b>Week 13</b> <b>November 27</b>	Group 1: Final Project Presentations Group 2: Rough Draft due
<b>Week 14</b> <b>December 4</b>	Group 2: Final Project Presentations Group 1: Rough Draft due
<b>December 13</b>	<b>Final Project Due</b>

**UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*