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*Course Syllabus*

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**Hist 6340, Sec. 501**  
**Twentieth-Century Mexico**  
**Spring 2010, Mon, 7-9:45, CB3 1.308**

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**Professor Contact Information**

Dr. Monica Rankin

JO 5.204

(972) 883-2005

Mobile: (972) 822-5375

[mrankin@utdallas.edu](mailto:mrankin@utdallas.edu)

[www.utdallas.edu/~mrankin](http://www.utdallas.edu/~mrankin)

Office Hours: Thursdays 5:00-7:00 or by appt.

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**Course Description**

This graduate seminar will provide thorough historiographical coverage of major themes in twentieth century Mexico, from the revolutionary era to the present. Students will become familiar with both classic studies in Mexican history as well as the newest areas of research in the field, including studies of popular culture, technology, and recent events. Course assignments will include reading major historical works in addition to some analysis of relevant primary documents.

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**Student Learning Objectives/Outcomes**

- Students will demonstrate a thorough knowledge of the course of twentieth-century Mexican history from roughly the late 1800s to present.
  - Students will demonstrate an ability to identify and engage with the most recent scholarship on twentieth century Mexico as well as the writings of classic scholars of Mexican history
  - Students will demonstrate an ability to evaluate the complexities of issues including (but not limited to) race, class, gender, religion, power, popular culture, foreign relations, and economic development as part of Mexico's rich modern history.
  - Students will demonstrate an ability to construct an original research project or historiographical analysis of a topic relating to the history of twentieth century Mexico.
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**Required Textbooks and Materials**

**Weekly Monographs:**

Luis Gonzalez, *San Jose de Gracia: Mexican Village in Transition*. University of Texas Press (1982).  
ISBN: 0292775717

William Beezley, Colin McLachlan, *Mexicans in Revolution, 1910-1946: An Introduction*. University of Nebraska Press (2009).  
ISBN: 0803224476

Timothy Henderson, *The Worm in the Wheat: Rosalie Evans and Agrarian Struggle in the Puebla-Tlaxcala Valley of Mexico, 1906-1927*. Duke University Press (1998).  
ISBN: 0822322161

Joanne Hershfield, *Imagining la Chica Moderna: Women, Nation, and Visual Culture in Mexico, 1917-1936*. Duke University Press; First edition edition (2008).  
ISBN: 0822342383

Mary Kay Vaughan, *Cultural Politics in Revolution: Teachers, Peasants, and Schools in Mexico, 1930-1940*. University of Arizona Press, 1997.

ISBN: 0816516766

Marjorie Becker, *Setting the Virgin on Fire: Lazaro Cardenas, Michoacan Peasants, and the Redemption of the Mexican Revolution*. University of California Press, 1995.

ISBN: 0520084195

Andrea Noble, *Mexican National Cinema*. Routledge; New edition (2005).

ISBN: 0415230101

Oscar Lewis, *Five Families: Mexican Case Studies in the Culture of Poverty*. Basic Books (1975).

ISBN: 0465097057

Elaine Carey, *Plaza of Sacrifices: Gender, Power, and Terror in 1968 Mexico*. University of New Mexico Press (2005).

ISBN: 0826335454

Heather Levi, *The World of Lucha Libre: Secrets, Revelations, and Mexican National Identity*. Duke University Press (2008).

ISBN: 0822342324

### **Recommended:**

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

Michael C. Meyer, et. Al. *The Course of Mexican History*, 8<sup>th</sup> Edition, Oxford University Press, (2007) ISBN: 0-19-517836-X.

Gilbert M. Joseph and Timothy J. Henderson (eds.) *The Mexico Reader: History, Culture, Politics*, Duke University Press (2002) ISBN: 0-8223-3042-3.

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### **Grading Policy**

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

Weekly Notes	25%
Participation	25%
Final Project	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 Wiki:** Each week the class will collectively prepare notes for each of the assigned readings through the creation and editing of a wiki. The wiki for this class can be accessed at:

<http://mexico6340.pbworks.com/>

One or two students each week will play the role of “lead writer” and will be responsible for starting the wiki. This will entail providing a basic summary and the foundation for critical analysis. “Lead writers” must post the preliminary materials for each book by 8:00 a.m. on the Saturday before the assignment is due. All students will respond to/edit the wiki prior to each Monday’s class meeting. Editing of the wiki may continue through the class discussion during our class meetings. Within 24 hours of the end of class, “lead writers” will finalize the wiki – although it may be useful to continue posting minor edits to each wiki throughout the semester. Each student will be graded on his/her contributions to the weekly wiki. Keep in mind that I can and will access the entire history of the wiki edit when assessing student contributions. Each change, deletion, and addition is recorded by the wiki software along with accompanying user information. I will have access to this information all semester even if some comments/contributions no longer appear in the finalized wiki.

The wikis 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. It is appropriate to include citations and/or additional information on other sources (books, articles, films, primary sources) that are relevant to the book under consideration. Your wikis should conclude with a critical analysis of the readings. In your analysis, you should provide your critique of the readings. Please also include any information you have about the author and/or publisher that may influence your interpretation of the readings. It is also appropriate to compare your critique to published reviews of the book (where available). Peer-reviewed journals publish reviews of many historical monographs, and these should be available for most books assigned in this course. Response papers should be typed and prepared prior to class meetings. Since this is a graduate-level reading seminar, I expect your wiki responses to be thorough and to reflect graduate-level analysis.

I suggest considering the following themes/questions when preparing the wikis:

- **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 works 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? Is it 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. The majority of our class meetings 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. You should review wiki postings and make your own contributions on the course wiki. You may also have questions to pose to the rest of the class. Class participation is a large portion of your final grade. Please note: it is not possible to “make up” class participation. Missing class will reflect poorly on the class participation portion of your grade.

**Final Project:** For the final project in this course, you will select either a research oriented topic or a historiographical topic dealing with 20<sup>th</sup>-century Mexico and write a seminar paper due at the end of the semester. We will periodically discuss potential topics in class and you should contact me early in the semester to discuss your topic. Approval deadline

is listed on the course schedule. The course schedule includes various progress report stages where all students will report on the status of their projects. For progress reports, students will work in pairs and will provide commentary and critique on one other student's project.

**Library Resources:**

**Linda Snow**, Liaison to the School of Arts and Humanities  
[snow@utdallas.edu](mailto:snow@utdallas.edu)  
(972) 883-2626

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.

**World Cat:** Database of general collections at lending libraries throughout the United States. This should be the first database you search for sources (primary and secondary) on Latin American history. World Cat specifies which books are owned by the McDermott Library and includes an inter-library loan link for books the library does not own.

**JSTOR:** an electronic archive of core scholarly journals from the humanities, social sciences, and sciences. The journals have been digitized, starting with their very first issues, often dating back to the 1800s. It does not contain current issues. Everything in JSTOR is full-text. Full-length journals articles and book reviews can be downloaded on or off campus through the library's webpage.

**Project Muse:** a collection of the full text of over 300 high quality humanities, arts, and social sciences journals from 60 scholarly publishers. Coverage for most journals began around 1995. Full-length journals articles and book reviews can be downloaded on or off campus through the library's webpage.

**Other Resources:**

**Internet Modern History Sourcebook - Colonial Latin America**  
<http://www.fordham.edu/halsall/mod/modsbook08.html>

**Latin American History Links (CSU Ohio):**  
<http://www.csuohio.edu/history/courses/Josehis165/LINKS.htm>

**Sources and General Resources on Latin America**  
Site maintained by Professor Steven Volk of Oberlin College.  
<http://www.oberlin.edu/faculty/svolk/latinam.htm>

**Online Primary Sources Page**  
Site maintained by Professor Richard Slatta of North Carolina State University.  
<http://social.chass.ncsu.edu/slatta/hi216/doclist.html>

**Nettie Lee Benson Latin American Collection at the University of Texas at Austin:**  
<http://www.lib.utexas.edu/benson/>  
**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/>

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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 posted on the course website: [www.utdallas.edu/~mrankin](http://www.utdallas.edu/~mrankin).

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**Week 1**

**January 11**            Course Introduction

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**Week 2**

**January 18**            MLK Holiday – No Class

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**Week 3**

**January 25**            Discussion of Readings  
Gonzalez

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**Week 4**

**February 1**            Discussion of Readings  
Beezley/MacLachlan

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**Week 5**

**February 8**            Discussion of Readings  
Henderson

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**Week 6**

**February 15**            Discussion of Readings:  
Hershfield

Final Project Topic Deadline – turn in 1-page summary with preliminary thesis and sources

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**Week 7**

**February 22**            Discussion of Readings:  
Vaughan

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**Week 8**

**March 1**                Final Project Progress Reports  
Group 1 – email progress report to reviewer by 7:00 on Sunday

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**Week 9**

**March 8**                Final Project Progress Reports  
Group 2 – email progress report to reviewer by 7:00 on Sunday

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**March 15**            Spring Break - NO CLASS

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**Week 10**

**March 22**            Discussion of Readings:

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**Week 11**  
**March 29**

Discussion of Readings:  
Noble

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**Week 12**  
**April 5**

Discussion of Readings:  
Lewis

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**Week 13**  
**April 12**

Discussion of Readings:  
Carey

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**Week 14**  
**April 19**

Discussion of Readings:  
Levi

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**Week 15**  
**April 26**

Final Project Progress Report  
Group 1 – email progress report to reviewer by 7:00 on Sunday

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**Week 16**  
**May 3**

Final Project Progress Report  
Group 2 – email progress report to reviewer by 7:00 on Sunday

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**May 10**

**FINAL PROJECT DUE BY 5:00**

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## 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](http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm))

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