

**History of Modern Mexico**  
**History 4359, Section 001, Fall 2005**  
**CB 1.112, T/TR 2:00-3:15**  
**Dr. Monica Rankin**

Office: Jonnson 5.704  
 Office Phone: 972-883-2152  
 Email: mrankin@utdallas.edu

Office Hours: T, TR 12:00-2:00  
 Or by appointment  
 Website: TBA

**Overview of Course:** 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.

**Readings:** There are five required books for this course. All should be available in the campus bookstore and *El Gran Pueblo*, the main text for the course, is available on reserve at the Main Library.

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

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

William H. Beezley and David E. Lorey eds. *¡Viva Mexico! ¡Viva la Independencia!*, SR Books (2001) ISBN: 0-8420-2915-x

William H. Beezley, *Judas at the Jockey Club and Other Episodes of Porfirian Mexico*, University of Nebraska Press (2004) ISBN: 0-8032-6217-5

Gilbert Joseph, et. al. eds. *Fragments of a Golden Age*, Duke University Press (2001) ISBN: 0-8223-2718-x

Readings will be assigned every week from one or more of these texts. There will also be additional primary documents readings assigned, which will be available through the library reserve system or on my website. Analysis suggestions for the readings as well as any changes to the class schedule will be posted on my website.

**Class Requirements and Grading:** The grading in this course is based on three exams, two formal papers, a map quiz and discussion section. The breakdown of the grading is as follows:

Exam 1	100 points
Exam 2	100 points
Final Exam	100 points
Reading Response Journals	100 points
<u>Class Participation</u>	<u>100 points</u>

Total	500 points
-------	------------

**Exams:** Each exam for this course will be “take-home” in nature, which will require you to write a formal essay response to one or more questions. I will provide the questions to you in advance.

**Reading Response Journals:** You will prepare a reading response journal entry for each non-textbook reading assignment in this course (all readings except *Gran Pueblo*). Each response should provide a brief summary followed by your historical analysis of the material. Reading analysis questions and suggestions will be posted on my website. Journals will be due on the days set aside for formal discussion.

NOTE: I do NOT accept late work of any kind except in the most extreme emergencies. I will NOT accept e-mail attachments for final versions of journal entries or exams. Students MUST turn in a paper copy of all assignments to me.

**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](http://www.dianahacker.com)).

**Class Participation:** 20% of the final grade in this course will be determined by your participation in class. I will look for quality as well as quantity in your participation in class discussions as well as lectures. I encourage all students to meet with me at least once during the semester to discuss your class participation grade.

NOTE: There is no formal attendance policy in this class, but please keep in mind the following. 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 necessary 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).

### **Administrative Matters :**

**Academic Dishonesty:** As in every class at UT Dallas, cheating, plagiarism, and/or any other form of academic dishonesty will not be tolerated. Students caught doing either will be reported to the Office of the Dean of Students. For a description of plagiarism and academic dishonesty, see [www.utdallas.edu/student/slfe/dishonesty.html](http://www.utdallas.edu/student/slfe/dishonesty.html). Students engaged in any type of academic dishonesty will receive a failing grade in this course.

**NOTE:** FULL CITATIONS MUST BE USED AS APPROPRIATE ON ALL FORMAL PAPERS.

**Email:** all course correspondence by e-mail must now occur through the student's UTD e-mail address. UT-Dallas provides each student with a free e-mail account that is to be used in all communication with university personnel. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. The Department of Information Resources at UTD provides a method for students to forward e-mail from other accounts to their UTD address and have their UTD mail sent on to other accounts. Students may go to the following URL to establish or maintain their official UTD computer account: <http://netid.utdallas.edu>.

Every effort is made to accommodate students with disabilities. The full range of resources available through Disability Services can be found at the following site: [www.utdallas.edu/student/slfe/hcsvc.html](http://www.utdallas.edu/student/slfe/hcsvc.html).

I reserve the right to make changes to the following course schedule as needed. All changes will be announced in class with sufficient notice.

## Schedule of Readings and Assignments

### Week 1

8/18

#### Introduction

Introduction to the Course

### Week 2

8/23

Lecture 1: A Snapshot of Colonial Mexico

8/25

#### Read:

Lecture 2: Independence in Mexico: 4 Stages

*Gran Pueblo*, Introduction and Chapter 1 (ALL)

#### Journal #1 Reading

*Viva Mexico*, Introduction and Chapter 1

*Human Tradition*, Introduction and Chapter 2

Primary Documents (Library Reserve):

Lucas Alamán, "The Siege of Guanajuato"

José María Morelos, "Sentiments of the Nation"

### Week 3

8/30

Lecture 3: Mexico: The Independence Generation

9/1

#### Read:

Lecture 4: U.S. Mexican War (1846-1848)

*Gran Pueblo*, Chapter 2 (ALL)

#### Journal #1 Reading

*Viva Mexico*, Chapters 2-3

*Human Tradition*, Chapter 3

Primary Documents (Library Reserve):

Guillermo Prieto, "The Glorious Revolution of 1844"

Anonymous, "Décimas to Santa Anna's Leg"

### Week 4

9/6

Journal #1: Discussion

9/8

#### Read:

Lecture 5: La Reforma: Liberals vs. Conservatives

*Gran Pueblo*, Chapter 3 (pp 55-70)

#### Journal #2 Reading

*Viva Mexico*, Chapters 4-5

*Human Tradition*, Chapter 4

Primary Document (Library Reserve):

Luis Gonzalez y Gonzalez, "Liberals and the Land"

### Week 5

9/13

Lecture 6: French Intervention (1862-1867)

9/15

Lecture 7: Benito Juarez and the Restored Republic (1867-1876)

**Read:** *Gran Pueblo*, Chapter 3 (pp 71-end)  
**Journal #2 Reading**  
*Viva Mexico*, Chapter 6  
*Human Tradition*, Chapter 5  
 Primary Documents (Library Reserve):  
 Junta of Conservative Notables, "Offer of the Crown to Maximilian"  
 Empress Carlotta, "A Letter from Mexico"

**Week 6**

9/20 Journal #2: Discussion

9/22 **Exam 1 Due**

Lecture 8: The Porfirian Paradigm

**Read** *Gran Pueblo*, Chapter 4 (ALL)  
**Journal #3 Readings**  
*Viva Mexico*, Chapter 7  
*Judas*, pp ix-88  
*Human Tradition*, Chapter 6

**Week 7**

9/27 Lecture 9: Porfirian Society

9/29 Lecture 10: Nascent Revolution

**Read:** *Gran Pueblo*, Chapter 5 (ALL)  
**Journal #3 Readings**  
*Judas*, pp 89-132  
*Human Tradition*, Chapter 7  
 Primary Documents (Library Reserve):  
 James Creelman, "President Diaz, Hero of the Americas"  
 Anonymous, "Gift of the Skeletons"

**Week 8**

10/4 Journal #3: Discussion

10/6 Lecture 11: The Mexican Revolution – A Picture: 4 Quadrants

**Read:** *Gran Pueblo*, Chapters 6-7 (ALL)  
**Journal #4 Readings**  
*Human Tradition*, Chapter 9  
 Primary Documents (Library Reserve):  
 Ricardo Flores Magon, "Land and Liberty"  
 Emiliano Zapata and Others, "Plan of Ayala"  
 John Reed, "Pancho Villa"

**Week 9**

10/11 Lecture 12: Revolutionary Violence (1910-1914)

10/13 <b>Read:</b>	<p>Lecture 13: The 3 Cs of Revolutionary Violence (1914-1920)  <i>Gran Pueblo</i>, Chapter 8 (ALL)  <b>Journal #4 Readings</b>  <i>Viva Mexico</i>, Chapter 9  <i>Human Tradition</i>, Chapter 10            Primary Documents (Library Reserve):                Martin Luis Guzman, "Zapatistas in the Palace"                William O. Jenkins, "Mexico Has Been Turned into a Hell"                Anonymous, "La Punitiva"</p>
<b>Week 10</b>	
10/18	<p>Lecture 14: Redistributive Revolution in the 1920s:                The Sonoran Triangle</p>
10/20 <b>Read:</b>	<p>Journal #4: Discussion  <i>Gran Pueblo</i>, Chapter 9 (ALL)  <b>Journal #4 Reading</b>  <i>Viva Mexico</i>, Chapter 10            Primary Documents (Library Reserve):                Anonymous, "The Socialist ABC's"                Plutarco Elias Calles, "Mexico Must Become a Nation of Institutions                and Laws"</p>
<b>Week 11</b>	
10/25	<p><b>Exam 2 Due</b></p> <p>Lecture 16: Cardenas and Reforms (1936-1938)</p>
10/27 <b>Read</b>	<p>Lecture 17: Changing Revolution: Developmentalist Revolution  <i>Gran Pueblo</i>, pp 338-350  <b>Journal #5 Reading</b>  <i>Fragments</i>, Pilcher and Saragoza            Primary Documents (Library Reserve):                Josephus Daniels, "The Oil Expropriation"                Fernando Benitez, "The Agrarian Reform in La Laguna"                Arturo Anguiano, "Cardenas and the Masses"</p>
<b>Week 12</b>	
11/1	<p>Lecture 18: World War II and Mexico: Continuing the Developmentalist                Revolution</p>

11/3  
**Read:** Lecture 19: The Mexican Miracle  
*Gran Pueblo*, Chapter 10 (pp351-end)  
**Journal #5 Reading**  
*Fragments*, Mraz and Fein  
*Human Tradition*, Chapters 11-12  
 Primary Document (Library Reserve):  
 Andrew Sackett, "The Two Faces of Acapulco during the Golden Age"

### Week 13

11/8 Lecture 21: The Miracle Shatters: Crisis in 1968

11/10  
**Read:** Lecture 22: Populism and Collapse: 1970-1982  
*Gran Pueblo*, Chapter 11 (pp 377-400)  
**Journal #5 Reading**  
*Fragments*, Zolov and Bachelor  
*Human Tradition*, Chapter 13  
 Primary Documents (Library Reserve):  
 Elena Poniatowska, "The Student Movement of 1968"  
 TBA - website

### Week 14

11/15 Journal #5 Discussion

11/17 Lecture 23: The 1980s: The Lost Decade

**Read:** *Gran Pueblo*, Chapter 11 (pp 401-end)  
*Human Tradition*, Chapter 14  
*Fragments*, Trino and Levi

### Week 15

11/22 Lecture 24: The Aftermath of the Lost Decade: 1988-1993

11/24  
**Read:** Lecture 25: A 3D View of Mexico since 1994  
*Gran Pueblo*, Chapter 12  
*Fragments*, Hernandez and Greene  
*Human Tradition*, Chapter 15

**Tuesday**  
**Nov. 29** **FINAL EXAM**