
Course Syllabus

Hist 6365
Twentieth-Century Mexico
Fall 2015, TH, 4-6:45, JO 4.112

Professor Contact Information

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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.

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 form a historiographical question relating to the history of twentieth century Mexico and write a scholarly paper assessing that question.
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Required Textbooks and Materials

Week 2 Articles on E-Reserve:

<http://utdallas.docutek.com/eres/coursepage.aspx?cid=1937>

1. Georg G. Iggers, "Introduction," *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Wesleyan University Press (1997) pp1-19
2. Stanley Robert Ross, "Cosío Villegas' Historia moderna de México," in *the Hispanic American Historical Review*. Vol. 46, No. 3 (Aug. 1966) pp. 274-282.
3. Thomas Benjamin, "The Leviathan on the Zocalo: Recent Historiography of the Postrevolutionary Mexican State," in *Latin American Research Review*, Vol. 20, No. 3 (1985) pp. 195-217.
4. Mark Wasserman, "Review: You Can Teach an Old Revolutionary Historiography New Tricks: Regions, Popular Movements, Culture, and Gender in Mexico, 1820-1940," in *Latin American Research Review*, Vol. 43, No. 2 (2008) pp. 260-271.
5. Maria Teresa Fernandez-Aceves, "Imagined Communities: Women's History and the History of Gender in Mexico," in *Journal of Women's History*, Vol. 19, No. 1 (Spring 2007) pp. 200-205.
6. William H. Beezley, "Reflections on the Historiography of Twentieth-Century Mexico," in *History Compass*, Vol. 5, No. 3 (2007) pp. 963-974.

Books:

Week 3:

- Héctor Aguilar Camín & Lorenzo Meyer, *In the Shadow of the Mexican Revolution: Contemporary Mexican History 1910-1989*. University of Texas Press

Week 4:

- 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).
- Gilbert M. Joseph, *Revolution from Without: Yucatan, Mexico, and the United States, 1880-1924*. Duke University Press (1987)

Week 5:

- Luis Gonzalez, *San Jose de Gracia: Mexican Village in Transition*. University of Texas Press (1982).
- Oscar Lewis, *Five Families: Mexican Case Studies in the Culture of Poverty*. Basic Books (1975).

Week 6:

- Marjorie Becker, *Setting the Virgin on Fire: Lazaro Cardenas, Michoacan Peasants, and the Redemption of the Mexican Revolution*. University of California Press, 1995.
- Adrian A. Bantjes, *As If Jesus Walked on Earth: Cardenismo, Sonora, and the Mexican Revolution*. SR Books (1998).

Week 7:

- Mary Kay Vaughan, *Cultural Politics in Revolution: Teachers, Peasants, and Schools in Mexico, 1930-1940*. University of Arizona Press, (1997).
- Stephen E. Lewis, *The Ambivalent Revolution: Forging State and Nation in Chiapas, 1910-1945*. University of New Mexico Press (2005)

Week 10:

- Joanne Hershfield, *Imagining la Chica Moderna: Women, Nation, and Visual Culture in Mexico, 1917-1936*. Duke University Press; First edition edition (2008).
- Anne Rubenstein, *Bad Language, Naked Ladies, & Other Threats to the Nation: A Political History of Comic Books in Mexico*. Duke University Press

Week 11:

- Jeffrey M. Pilcher, *Cantinflas and the Chaos of Mexican Modernity*. SR Books (2001)
- Joy Elizabeth Hayes, *Radio Nation: Popular Culture and Nationalism in Mexico, 1920-1950*. University of Arizona Press (2000)

Week 12:

- Aaron S. Navarro, *Political Intelligence and the Creation of Modern Mexico, 1938-54*. Penn State University Press (2010)
- Jason H. Dormady, *Primitive Revolution: Restorationist Religion and the Idea of the Mexican Revolution, 1940-1968*. University of New Mexico Press (2011)
- Robert F. Alegre, *Railroad Radicals in Cold War Mexico: Gender, Class, and Memory*. University of Nebraska Press (2014)

Week 14:

- Elena Poniatowska, *Massacre in Mexico*. University of Missouri Press (1991)
- Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture*. University of California Press (1999)
- Elaine Carey, *Plaza of Sacrifices: Gender, Power, and Terror in 1968 Mexico*. University of New Mexico Press (2005).
- Jaime Pensado, *Rebel Mexico: Student Unrest and Authoritarian Political Culture During the Long Sixties*. Stanford University Press (2015)

Recommended General Texts:

Colin M. MacLachlan and William H. Beezley, *El Gran Pueblo: A History of Greater Mexico*, Prentice Hall

Michael C. Meyer, et. Al. *The Course of Mexican History*, Oxford University Press

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:

Course Wiki	25%
Participation	25%
Final Project	50%

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.

UTD Syllabi Policies: For University Syllabi Policies, please see: <http://go.utdallas.edu/syllabus-policies>

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://20thcenturymexico.pbworks.com/>

NOTE: There are 2 or more books assigned for most weeks throughout the semester. We will divide the readings among class members so each person will read only one. The wiki will allow you to collaborate with other students who have read the same book and collectively compile a thorough set of notes for each book. It will also give students who did not read that book access to the notes. At the end of the semester, each of you should have access to a critique of 20 important studies of 20th century Mexican history.

The Wiki contains separate pages for each of the books assigned in the course. There is also a page for the week 2 readings devoted to the historiographical overview and a separate page for ongoing historiographical questions. All students will contribute to/edit the wiki prior to each class meeting. Editing of the wiki may continue through the class discussion during our class meetings and 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. This information should be thoroughly prepared prior to class meetings.

Since this is a graduate-level reading seminar, I expect your wiki responses to be thoughtful 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?
- **Date:** When was the book published? Originally? Any follow-up editions? If the book was revised, does the author tell you why? What was happening in Mexico, the United States, and the world around the time the research was conducted? The time of publication?
- **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? NOTE: for some books, the publisher background may more relevant than for others. You should not simply copy verbatim from the publisher's website.
- **Thesis:** What is the author's main argument (as opposed to the subject of the book)? OR what is the purpose of the book? In what context was the book written? You should be thorough and specific when analyzing the thesis. Some authors will specifically state what they intend to argue, others will not. You should include any information the author gives you about his/her intended thesis as well as what YOU think the thesis is (these things may, in fact, be different.) Some of the books we will read (Poniatowska, O. Lewis) are not historical monographs and therefore may not have the same type of thesis structure that you see in books written by professional historians. You should take this into account.
- **Evidence/research/sources:** How does the author support his/her main argument? How is the book organized? How well does the evidence support the thesis? Is most of the evidence anecdotal? Quantitative? A mix? And why? Look at the notes and bibliography. What primary and secondary sources did the author consult? You should be specific here. If most of the research came from archival or libraries sources, then which archives libraries, collections, etc. were involved? If the author used documents primarily from the Ministry of Education archive, you should be specific about the nature of those documents. Are they field reports? Curriculum outlines? Data on students, teachers, budgets? Is there anything missing?
- **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? When considering methodology, you should go back to questions of the research and publication date. In what context was the book produced? What kinds of current events might have influenced the author's approach? How does the author's approach fit into broader historiographical trends? For example, is the book a study of popular culture before that field of study became common? Or does it fall in line with general shifts in the trajectory of historical scholarship?
- **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? The first place to find answers to these questions is in the book's preface and/or introduction. Does the author tell you how he/she sees the study fitting into a broader scholarly conversation? Is the author trying to address a previous scholar's work in particular? Or a particular theoretical approach? Was the book a seminal work? What have other scholars said about it? You should examine published book reviews in scholarly journals. Note the author of the review. What has that scholar published?
- **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?
- **Broader Historiographical Questions:** Are there particular historiographical themes or questions addressed by the book? What kinds of questions can you identify that might help you shape your final paper.

Class Participation:

The majority of our class meetings will be devoted to discussing the assigned readings for the week. Since most weeks will include multiple books and different students will read different ones, you will need to be prepared to present the most pertinent information from your book to an audience that has not read it. You might want to coordinate this task with other students reading the same book from week to week. The intention is to allow a historiographical conversation of

sorts to unfold as part of the discussion of multiple studies on similar topics. It is important to think about general historiographical questions that are relevant to your reading assignment so the discussions can be constructive.

This is a graduate readings/research seminar and all students are expected to participate in class discussions. 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 a historiographical question dealing with 20th-century Mexico and write a seminar paper due at the end of the semester. I have created separate wiki page to keep a running set of notes on various historiographical themes and questions that may arise over the course of the semester. This will be a good tool for keeping track of the numerous ways you can approach the historiography and to maintain a running set of collective notes with citations, critiques, etc. to guide you later in the semester as you prepare the final paper. We will periodically discuss potential topics in class and you should contact me early in the semester to discuss your topic. The course schedule includes a deadline for having a basic historiographical question framed and a general plan outlined for answering that question.

NOTE: depending on the nature of the historiographical question you choose, you may be able to complete the final project primarily using readings assigned in class (most likely the readings you complete along with the ones completed by your classmates). But you might need to supplement the assigned books with other scholarship.

Library Resources:

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

Library Webpage: 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:

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.

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.

Week 1

August 27 Course Introduction

Week 2

September 3 Discussion of Readings
All 6 Reserve Articles

Week 3

September 10 Discussion of Readings
Camín & Meyer

Week 4

September 17 Discussion of Readings
Joseph
Henderson

Week 5

September 24 Discussion of Readings
O. Lewis
Gonzalez

Week 6

October 1 Discussion of Readings
Bantjes
Becker

Week 7

October 8 Discussion of Readings
Vaughan
S. Lewis

Week 8

October 15 Prepare historiographical question for final project
No formal class meeting

Week 9

October 22 CUSLAI event – details to follow
Turn in historiographical question for final project

Week 10

October 29 Discussion of Readings
Rubenstein
Hershfield

Week 11

November 5 Discussion of Readings
Pilcher
Hayes

Week 12
November 12 Discussion of Readings
Navarro
Dormady
Alegre

Week 13
November 19 FILM: Tlatelolco: las claves de la massacre

Week 14
December 3 Discussion of Readings
Poniatowska
Zolov
Carey
Pensado

TBA **Final Project Due**
