

**HISTORY OF MODERN MEXICO
HISTORY 4359, SECTION 002, FALL 2007
CBW 1.105, M/W 12:30-1:45**

PROFESSOR CONTACT INFORMATION

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Office Hours: M/W 11:00-12:00 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

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

Readings on Electronic Reserve at McDermott Library

Reserve Reading #1 *Viva Mexico*, Chapter 5

Reserve Reading #2, Brandt, "Pancho Villa"

ASSIGNMENTS

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 on most Mondays. Discussions will be based on reading assignments out of the **Human Tradition** and **Mexico Reader** books. Generally those assignments will correspond to the previous day's lecture, so you will hear a lecture over a given topic and then read one or more chapters related to that topic after hearing the basic narrative. Students will prepare reading response journals and use those notes, comments, etc. as the basis for class discussion.

Reading Response: Students will prepare a reading response journal for each secondary reading assigned from the **Human Tradition** volume. (***Please note: no response papers are required from the McLaughlan 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. These papers should be typed and prepared prior to class meetings. Students will also prepare a response for each of the primary documents assigned from the **Mexico Reader** volume. 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. Any readings posted on E-Reserve or distributed in class should be included in the response journals.

Each response journal should be approximately 2-4 typed pages, double-spaced. 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 papers.

Reading responses will be graded with a check/check + (or pass/fail) system and will be incorporated into the participation portion of the final grade. See my website for suggested topics for response papers.

For most chapters, I will post specific questions on the course website (accessible at www.utdallas.edu/~mrankin). You may choose to follow the guide I provide, but it is NOT necessary to answer the questions on the website. You may respond to the readings in any constructive way that contributes to an overall understanding of the material.

General Guide for Reading Response Journals

Outside readings (non-textbook readings) will be assigned every week in my classes. These are listed on the course schedule and on the course websites. Books are available on reserve at the library. Students are to prepare reading response journals for all non-textbook reading assigned in class. Reading responses should be considered INFORMAL writing. Think of them as a set of notes for the assigned readings. I will look for evidence that you have completed the reading and that you have processed the information in an analytical way. I WILL NOT grade for style, grammar, and writing

format. Nevertheless, you may find it helpful to practice good writing techniques on the reading response journals in preparation for the formal writing assignments due periodically throughout the semester. Specific suggestions for each reading are posted on the course websites. General points to consider include the following:

Essays:

These will be secondary sources. Secondary works are written accounts that were recorded after the fact about an event in history (usually by a historian).

- What is the author's thesis?
- What evidence does the author use to support the thesis?
- How persuasive is the thesis and evidence? Do you agree/disagree with the author? Why?
- What sources did the author use in his/her argument? Is this important?
- Does the essay support or refute any information presented in lecture or your textbook?
- What is your overall analysis of the essay? Is it well-written, good information, interesting, useful?
- Does the essay contribute to a better overall understanding of the historical period being discussed?

Primary Documents:

Primary documents are written accounts that were recorded at the time that an event was happening. Examples of primary documents are: newspaper reports, letters, journals, legal documents, etc. Interviews, transcripts, song lyrics, and images may also be primary sources.

- Start with 1 – 2 sentences giving a brief summary of the reading. Your summary should include the most important points, and present them in a concise manner.
- When was the document written? Is this important? How does the document fit in the context of other events being covered in class?
- Who wrote the document? What do you know about the author from lectures or your text? Is there anything about the author's background that might explain his/her perspective?
- Who was the intended audience? Is this important in understanding the approach taken by the author? How might people have reacted to the document at the time it was written?
- Why did the author write the document? Did it have the intended effect?
- Did the author of the essay use this document (or similar documents) as a source? How might you use the document as a source in your own historical analysis?

Judas/Porfiriato Project: During the weeks when *The Judas at the Jockey Club* reading assignments are scheduled, we will have formal presentations on individual chapters of the book or on primary documents related to the Porfiriato. You will work in groups of no more than 3 people and present the chapter and/or document(s) assigned – preferably in a creative format. Everyone is expected to read the entire book, and should be prepared to ask questions and discuss following each group's presentation. Deadline for forming groups and determining projects is on the course schedule.

NOTE: In lieu of formal presentation, you may choose to write a five-page formal book review of *The Judas at the Jockey Club*. Essays will be graded for content, style, and argument. Book reviews will be due during the first week of Judas projects.

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.

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. Formal citations are not necessary in exams, but I urge you not to resort to direct quotes. Please do not use outside sources on exams. Your notes, textbooks, and other reading assignments are sufficient to write a proper exam. Any use of outside sources will be considered plagiarism. You should make obvious from where you are taking your examples in the exams, and all examples should come from readings that have been assigned in class. 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). You may also see my website for general writing tips. All exams must be uploaded to TURNITIN.com by midnight on the due date.

Grading Policy

The grading in this course is based on three exams, an oral presentation, a map quiz, weekly responses, and class participation. The breakdown of the grading is as follows:

Exam 1	100 points
Exam 2	100 points
Final Exam	100 points
Map Quiz	50 points
Judas/Portiriato Project	50 points
Reading Response Journals	50 points
<u>Class Participation</u>	<u>50 points</u>
Total	500 points

COURSE & INSTRUCTOR POLICIES

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 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 the two lowest reading response journal scores at the end of the semester. If you have missed any journals, those scores will be dropped. There will be no exceptions to this rule.

I will NOT accept final versions of any assignments as e-mail attachments.

A paper copy (typed) of all journal responses must be turned in at the end of class on the due date. All 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.

Field Trip Policies

There are no field trips scheduled for this course.

Assignments & Academic Calendar

Week 1

- 8/20 Introduction to the Course
Lecture 1: A Snapshot of Colonial Mexico
- 8/22 Lecture 2: Independence in Mexico: 4 Stages

Textbook Reading:

Gran Pueblo, Introduction and Chapter 1 (ALL)

Journal #1 Reading:

Human Tradition, Introduction and Chapter 2

Primary Documents from *Mexico Reader*:

- Lucas Alamán, "The Siege of Guanajuato" p171
José María Morelos, "Sentiments of the Nation" p189
Agustín de Iturbide, "Plan of Iguala" p192

Week 2

- 8/27 Discussion of Journal #1
Turn in Journal #1
- 8/29 Lecture 3: Santa Anna: Foreign Wars and Domestic Turmoil

Textbook Reading:

Gran Pueblo, Chapter 2 (ALL)

Journal #2 Reading:

Human Tradition, Chapter 3

Primary Documents from *Mexico Reader*:

- Fanny Calderón de la Barca, "Women and War in Mexico" p196
Guillermo Prieto, "The Glorious Revolution of 1844" p206
Anonymous, "Décimas to Santa Anna's Leg" p213

Week 3

- 9/3 Labor Day – NO CLASS
- 9/5 Turn in Journal #2
Lecture 4: La Reforma and Los Franceses

Textbook Reading:*Gran Pueblo*, Chapter 3**Journal #3 Reading**Reserve Reading #1 *Viva Mexico*, Chapter 5*Human Tradition*, Chapter 4Primary Documents from *Mexico Reader*:

Junta of Conservative Notables, "Offer of the Crown to Maximilian"

Empress Carlotta, "A Letter from Mexico"

Week 4

9/10 Map Quiz

Judas Project Deadline

Discussion of Journal #3

Turn in Journal #3

9/12 Lecture 5: Benito Juarez and the Restored Republic (1867-1876)

Textbook Reading:*Gran Pueblo*, Chapter 3 (pp 71-end)**Journal #4 Reading***Human Tradition*, Chapter 5

Week 5

9/17 Exam 1 Due

9/19 Turn in Journal #4

Lecture 6: The Porfirian Paradigm

Textbook Reading:*Gran Pueblo*, Chapter 4

Week 69/24 **Judas Projects:**
The Porfirian Persuasion
Rocks and Rawhide

9/26 Lecture 7: Porfirian Society

Week 7

10/1 **Judas Project:**
Judas at the Jockey Club
Porfirian Primary Documents

10/3 Lecture 8: Nascent Revolution

Gran Pueblo, Chapter 5 (ALL)

Journal #5 Readings

Human Tradition, Chapter 7

Primary Documents from *Mexico Reader*:

Channing Arnold, "Porfirio Diaz Visits Yucatan" p.273

B. Traven, "Scenes from a Lumber Camp" p. 279

Week 8

10/8 Discussion of Journal #5
Turn in Journal #5

10/10 Lecture 9: The Mexican Revolution – A Picture

Textbook Reading:

Gran Pueblo, Chapters 6-7 (ALL)

Journal #6 Readings:

Human Tradition, Chapter 9

Primary Documents from *Mexico Reader*:

Ricardo Flores Magon, "Land and Liberty" p335

Emiliano Zapata and Others, "Plan of Ayala" p339

John Reed, "Pancho Villa" p364

Week 9

10/15 Discussion of Journal #6
Turn in Journal #6

10/17 Lecture 10: Chaos and Constitution

Textbook Reading:

Gran Pueblo, Chapter 8 (ALL)

Journal #7 Readings

Reserve Reading #2, Brandt, "Pancho Villa"

Primary Documents from *Mexico Reader*:

Martin Luis Guzman, "Zapatistas in the Palace"

William O. Jenkins, "Mexico Has Been Turned into a Hell"

Anonymous, "La Punitiva"

Week 10

10/22 Discussion of Journal #7
Turn in Journal #7

10/24 Lecture 11: The Sonoran Triangle and the Maximato

Textbook Reading

Gran Pueblo, Chapter 9 (ALL)

Journal #8 Reading

Human Tradition, Chapter 10

Primary Documents from *Mexico Reader*:

Anonymous, "The Socialist ABC's"

Plutarco Elias Calles, "Mexico Must Become a Nation of Institutions and Laws"

Week 11

10/29 **Exam 2 Due**

10/31 Turn in Journal #8
Lecture 12: Developmentalist Revolution and World War II

Textbook Reading:

Gran Pueblo, pp 338-350

Journal #9 Reading

Human Tradition, Chapter 12

Primary Documents from *Mexico Reader*:

Josephus Daniels, "The Oil Expropriation"

Fernando Benitez, "The Agrarian Reform in La Laguna"

Arturo Anguiano, "Cardenas and the Masses"

Week 12

11/5 Discussion of Journal #9
Turn in Journal #9

11/7 Lecture 13: The Mexican Miracle

Textbook Reading:

Gran Pueblo, Chapter 10 (pp351-end)

Journal #10 Reading:

Human Tradition, Chapter 13

Primary Documents from *Mexico Reader*:

Juan Rulfo, "They Gave Us the Land" p466

Daniel Cosío Villegas, "Mexico's Crisis" p470

Ruben Jaramillo, "Struggles of a Campesino Leader" p482

Sid Tepper and Roy Bennett, "Mexico" p511

Week 13

11/12 Discussion of Journal #10
Turn in Journal #10

11/14 Lecture 14: Crisis and Collapse: 1968

Textbook Reading:

Gran Pueblo, Chapter 11 (pp 377-400)

Journal #11 Reading

Human Tradition, Chapter 14

Primary Documents from *Mexico Reader*:

Elena Poniatowska, "The Student Movement of 1968" p555

David Alfaro Siqueiros, "Art and Corruption" p492

Primary Documents website:

Eyewitness to the massacre (from Poniatowska, *Massacre in Mexico*)

Week 14

11/19 Discussion of Journal #11
Turn in Journal #11

11/21 Lecture 13: The Lost Decade

Textbook Reading:

Gran Pueblo, Chapter 11 (pp 401-end)

Journal #12 Reading

Human Tradition, Chapter 15

Primary Documents from *Mexico Reader*:

Jose Gonzalez G. "The Dark Deeds of 'El Negro' Durazo" p512

Joel Simon, "The Sinking City" p520

Roberto Vallarino, "Ciudad Nezahualcoyotl" p536

Anonymous, "Letters to Cuauhtemoc Cardenas" p591

Ruben Martinez, "Corazon del Rocanrol" p598

Maldita Vecindad, "I Don't Believe Them at All" p612

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 I, 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.