

History 126 History of Mexico - SPRING 2018

T,Th 9:30-10:45 room 581

Dr. Carlos Alberto Contreras

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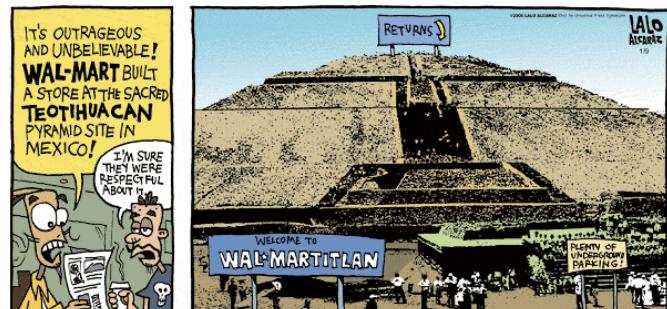
Twitter: @Profcontreras1

Office Hours: MW 12:30-2; T,Th 12:30-2; and by appointment. In Canvas via web: F 11-12; I can stay at the office later if you need, just let me know you're coming, or that you'll be calling. You can also call me at my office at those hours. **I can help you with anything you need-** from understanding course material to preparing for exams, paper and assignments, to mapping out your educational career. You can also email me and I can answer your questions that way too. I teach 5 different classes so **when you email, please sign your full name and tell me what class you're in.**

COURSE DESCRIPTION

History 126 is a general survey of the History of Mexico from its deep indigenous origins to the present. We will explore the social, political, and economic transformations of the country, paying particular attention to the impact of such transformations on the everyday lives of the Mexican people. It also looks at the way Mexico's economic and political relationship to the rest of the world –particularly to the United States—has impacted the nation economically, socially, politically and culturally. To understand the complexities of this huge country over hundreds of years, we will interweave lectures on a wide range of topics with readings, especially primary sources, that discuss historical processes and allow diverse sectors of society to speak for themselves.

LA CUCARACHA



BY LALO ALCARAZ



Because Mexico has been completely transformed by successive waves of Globalization (flows of people, plants, animals, germs, commodities, ideas, capital, technology), the cartoon on the left can serve as one of our guiding themes: “From Teotihuacan (Before Globalization 1.0) to Wal-Mart (Globalization 3.0)”.

The second cartoon is *The Economist*'s take on the potential disruption to the U.S.-Mexico relationship given how tightly integrated the two economies are.

REQUIRED READINGS:

The books listed below are **required reading** for this course and are available for purchase and/or rental at the Grossmont College bookstore and **online used book dealers** such as: amazon.com; abebooks.com; bookfinder.com; chegg.com; alibris.com; half.com; dealoz.com; textbookx.com.

- 1) Meyer, Sherman and Deeds. *The Course of Mexican History*, 10th ed. (New York: Oxford University Press, 2014). ISBN 978-0-19-991381-7 (we're using the newest, 10th edition)

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

I have two of my personal copies of all of your books at the library on 3-hour reserve for your use. You cannot pass this class without having access to and READING these books!

I'll give you a copy of these **two articles and one book section**, which are also required (in Canvas):

3) Contreras, Carlos Alberto. *Revolution, Oil, NAFTA and Security Cooperation: A History of U.S.-Mexico Relations in the Twentieth and Twenty-First Centuries*. Mexico City, 2017. (book section)

4) Contreras, Carlos Alberto. "The Transformation of the Mexican Economy since Colonial Times" in *Encyclopedia of Social Welfare History in North America* (Thousand Oaks, CA: Sage Publications, 2004). (article)

5) Contreras, Carlos Alberto. "The Monroe Doctrine," (Gale/Cengage Learning, 2012). (article)

I will also email you a few recent documents and newspaper articles that will bring us up to date on some of the topics we will be discussing. All of these handouts/articles are required reading as well. Make sure your correct email address is in WebAdvisor so you can get my messages!

I highly recommend good dictionary or a good dictionary ap! ([dictionary.com](#) is pretty good)

E-MAIL- this is mandatory! It is **critical** that your **current e-mail address** that you check regularly is in WebAdvisor (it syncs with Canvas; I can't change it). I need to be able to contact you about your performance in the class. I will **e-mail** you course updates, some documents and newspaper articles that will bring us up to date on some of the topics we will be discussing. All of these handouts/articles are required reading as well.

Put my email address: carlos.contreras@gcccd.edu on your "safe senders" list so that my messages to you do not wind up in your "junk" folder. When you email me, please include your first and last name and the class you're taking.

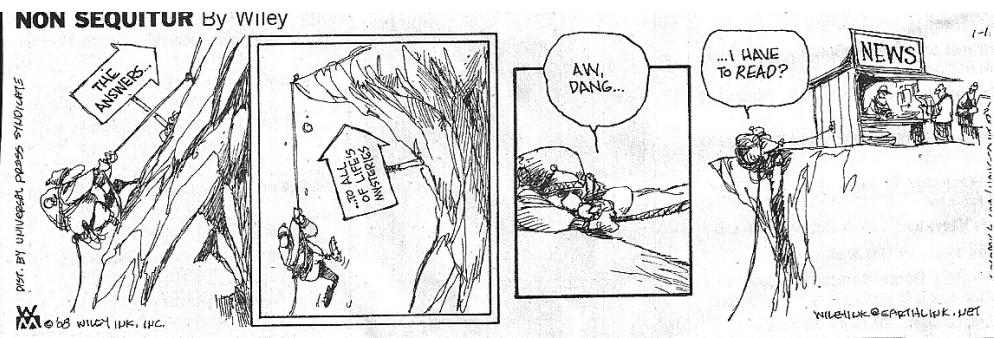
CANVAS -our web management system- will house study guides, quizzes, and other resources related to this course. I will email you from here, and you all can email each other through here too.

To access our History 126 course follow the link through Grossmont College's page from Online Services, or go directly to <https://gcccd.instructure.com/login/canvas>

When you enrolled in this class, you were automatically loaded onto Canvas. Your **username** is the same as your WebAdvisor login. Usually, this is: **first name dot last name** in this format: **firstname.lastname** (all lower case). Your **password** is a 6 digit PIN - birth date in this format: **MMDDYY**

LOG IN PROBLEMS? TECHNICAL ISSUES? CANVAS HELP? Go to the [GCCCD Online orientation page](#) located at: <http://www.gcccd.edu/online/student/default.html> They have answers to most login problems. If you are still having problems **after** you go there, call **Grossmont's tech support** at **619-644-7383** or email them at g-helpdesk@gcccd.edu

It is absolutely essential that your **current e-mail address** that you check frequently is in **WebAdvisor**-this one syncs with Canvas.



To keep up with Mexico and the world I highly recommend (I have Mexico-specific links in):

Follow me on Twitter @Profcontreras1 to keep up with significant events in this hemisphere. There is *lots* going on in Mexico and between Mexico and the U.S. right now!

On radio: [National Public Radio \(KPBS](#) 89.5 in San Diego), especially “[The World](#)”; [BBC](#)

TV: [KPBS](#), especially “[PBS News Hour](#)” at 7pm every night; and “[Frontline](#)” (Tuesday nights at 9pm)

Newspapers and Online News Sources: The Los Angeles Times (<http://latimes.com>)

The New York Times (<http://nytimes.com>)

The Economist (<http://www.economist.com>); The Washington Post

Foreign Policy (<http://www.foreignpolicy.com/>)

In Mexico (in Spanish): Aristegui Noticias (web; podcast); Proceso; La Jornada

OUR GOALS: One of our **goals** is to develop “**the power to grasp what kind of world we are living in**,” as George Orwell put it, and to cut through simplistic interpretations that portray complexity as “fake news.” To this end, our lectures are designed to help you to **think historically**, to grapple with **global interactions** and **connections**, and to see the “**big picture**.” We will identify the patterns of human activity and add layers of complexity with more details and examples. Otherwise, we run the danger of not seeing the forest for the trees and we’ll be faced with a frustrating exercise in trying to sort through seemingly endless lists of names, dates, and places.

My lectures and the readings overlap but do not parallel one another. **Consistent attendance in lectures, reading and participating in our discussion is absolutely essential to understanding the course themes.** The #1 reason too many students fail or don’t live up to their potential is because of absences. Make it your mission to always come to class and participate, your future depends on it and it’ll be fun!

Student Learning Outcomes: This course combines both lectures and discussion. While I will lecture for some period of time at almost every meeting, students will also be responsible for participating in our discussions. Our major goals for the semester are to become familiar with the vast sweep of the History of the Modern Americas, to think historically, and to use a variety of primary sources in interpreting and analyzing history. We will also learn to think critically about the interpretations of other historians (secondary sources).

In particular, each student will be able to do the following upon completion of this course:

- 1) Analyze primary and secondary sources and explain how they support a thesis statement.
- 2) Explain relationships between the causes of historical events and their effects.
- 3) Describe a relevant individual involved in an historical event and explain his/her significance in this event.

Special Accommodations: Students with disabilities who may need accommodations in this class are encouraged to contact the Accessibility Resource Center (ARC) and notify me early in the semester so that

reasonable accommodations may be implemented as soon as possible. Students may contact ARC in person in room 110 or by phone at 619-644-7112 (voice) or 619-644-7119 (TTY for deaf).

The **counseling center** periodically has valuable workshops on topics ranging from effective **note-taking, test-taking, and reading strategies**. See their bulletin board/web site for dates and times.

COURSE REQUIREMENTS AND EXPECTATIONS

"Knowing is not enough, we must apply. Willing is not enough, we must do." Bruce Lee

Your **FINAL COURSE GRADE** will be calculated based on the following **components** and according to the following percentages. **I DON'T DO "POINTS"**.

1. CLASS PARTICIPATION / ATTENDANCE (10%)- "The ability to ask the right question is half the battle of finding the answer." -Thomas Watson



This is where we connect all of our material.

In order to fully understand the complexities of all of our material and to see how each of our themes or topics fits into the “larger picture”, you will have a series of designated **class discussions** in which we devote class time to exploring our course themes and **making connections with our readings**. **We always lecture and add insights that you need for your tests during our discussion sections- you’re taking notes here too (we never just summarize)**. You will receive credit for your active listening and verbal contributions in our group and class discussions. Because discussions are only productive when you have completed the readings, seen the films, and **have your journal responses finished and ready to discuss, you will not receive participation credit if you do not come to class prepared or leave**.

This is **historical thinking**: they are also enormously important “real world” skills- sifting through complex information to form conclusions; the ability to work well in groups; *and* presentation skills.

You’ll also have a few “**quick-writes/reflections**”, which we’ll do in class.

2. INTERACTIVE JOURNAL (10%)- “There is no thought without words.” Ferdinand de Saussure

You will write a series of short thought pieces (some short answer, some short essay) in which you show your understanding of the concepts and themes being explored in the course and how your readings and films relate to them. I will give you the topics and questions - they are all based on our readings, mainly primary sources from our primary source reader, and films. You will then **bring your written responses to class prepared to discuss them with your classmates and the whole class - this means you need to have them FINISHED BEFORE we begin discussing them**. Your journal entries will be the basis of our class discussions.

You **don't need to buy any "journal"**: you will write your responses on regular sheets of paper, and some you write on the handouts I give you.

You will put your name on them, write the due date, and **keep them all together in order**. **Some you turn in on the day we discuss them** (I'll record them and give them back); **some you keep as study**

guides for your midterm and final (all of this material is on your exams) **and then turn them all in on the day of the final exam. You will turn them all in together, paper-clipped on the day of the final.**

3. QUIZZES (15%)- **Three quizzes:** one map quiz, and two based on our lectures, readings and films. In the map quiz you identify the **location** of the Mexican states. Multiple-choice. The **in-class, content-based quizzes** are based on our lecture material (you **always take copious notes in class on lectures!**) as well as our readings, especially from our journal entries that we've discussed in class. These are good rehearsal for our midterm and final (some questions from those quizzes will be on the midterm and final).

You'll need a scantron for each: Datalink #26760 (the long and narrow form that has room for 50 questions on each side. Make sure they are the **lettered choices, not numbered**. It can be purchased at the bookstore. If financial considerations are a factor, come by my office before and I'll give you one.

4. PAPER: Primary Source Analysis (15%)- **A 4 to 5 page analysis of a primary source** (or sources if they're short) on any aspect of the history of Mexico (double spaced, 12 point font). There is a fuller, detailed explanation of this Paper in Canvas- I will also give you a paper copy of that. Our *Mexico Reader* is full of primary sources- you can choose yours from here. Some examples of primary sources: historical letters, speeches, Revolutionary proclamations, Revolutionary *corridos* (folk songs), military, police or diplomatic correspondence. You will place these documents into historical context, assesses their strengths and weaknesses as historical documents, and discuss the ways that these documents contribute to our understanding (or lack of understanding- primary sources can do that) of the history Mexico at that time. You need to clear the source you'll be analyzing with me first. Pay close attention to the questions in the journal entries and to our discussions about those documents. There is a longer, fuller explanation of this assignment in Canvas under Assignments. Feel free to talk to me at any time during the course of your writing this paper- **I'll be happy to provide you with any help or feedback, so please come talk to me!**

PRE-WRITING ASSIGNMENT (the 'roadmap' of what you're doing and how you're going about doing it): **In order to approve your paper, I need the following from you IN WRITING- I will give you immediate feedback:** The Primary sources you're analyzing/the secondary source material you'll be using/the questions you're asking of the primary sources/the draft thesis for your Primary Source Analysis. You'll submit this to me in writing (**this means typed and well organized**), and explain to me **in person** **what** you're doing and **how** you're going about writing this paper. List the titles and authors and page numbers of the primary sources you've chosen to analyze, the book chapters and sections from our readings that you'll use for historical context for your paper, the preliminary questions that you'll be asking about the primary sources you've chosen to analyze, **and** the preliminary *draft* of your thesis statement (a statement that you can prove from these primary sources that you're analyzing and supporting documentation you're using). I'll clear it and provide you with immediate feedback. **This is mandatory**. (submit anytime before; or feel free to drop by my office or call during office hours anytime before this). See the due date for this "pre-writing assignment" below.

The full Paper has a different due date- see the due date in the outline below. You'll submit this one electronically: through Safe Assign in Canvas. (Late paper policy: 10% off per 24 hour period)

5. MIDTERM EXAM (25%)- **A two part exam. You need a scantron and a bluebook.**

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. **Bring a scantron for this portion**, 25% of midterm. You can use the reverse from your map or in-class quiz.

Part II- Essay portion: some short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be expansive. Show complexity. (75% of midterm)

The midterm **covers material from our lectures, films, and readings since day one- it is based on content from every class.** I will give you the review one week before (you can check it now in "Assignments", "Exam Reviews" to see what last semester's looks like- it'll be very similar).

A **blue book is required** for this portion. It can be purchased at the bookstore (about 50 cents). You can also make your own "bluebook": staple 8 blank sheets of paper, show it to me and write your exam on that.

6. FINAL EXAM (25%)- Same format as the midterm. You need a **scantron and a bluebook** as well.

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. **Bring a scantron for this portion.** (~30% of final exam)

Part II- Essay portion: some short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be expansive. Show complexity. (~70% of final exam)

The final covers material from our lectures, films, and readings since the midterm.

There will be **no make-up exams.** If there's anything going on in your life, any difficulties, or any emergencies, **please talk to me** before the exam. **I'm here to help in any way that I can.**

Extra Credit- I will announce and post a couple of extra credit opportunities - detailed analysis (2-3 pages) of a historical film or documentary, where you make deep connections between the film and *our* readings (for example, there will be others). Other possibilities are: public presentations on a topic related to our course (run them by me first) or museum exhibits (you would do a 2 to 3 page writeup relating those to our course themes). It can add up to 2 full points on your Final Average Grade, depending on the completeness of your analysis. I'm also open to students analyzing a historical novel (this one would potentially be worth more- we would need to discuss it). DUE in Assignments, in the "Submit Extra Credit Here" slot by the day *after* your final at 11:59pm.

Your grading rubric. This is how your exams, papers are graded:

A+, A, and A- : Gradations of this scale indicate outstanding achievement. Essays provide a solid argument and are well supported by appropriate examples drawn from readings, lectures, films. We now use

B+, B, and B- : Gradations of this scale indicate a praiseworthy performance, definitely above average. Essays provide a coherent argument supported by some specific examples.

C+, C: Student's basic effort; an average, satisfactory performance. To improve, essays need to be more coherent and better supported by examples.

D: Need for improvement; student needs to redouble efforts to grasp basic themes of the course.

F: Failing grade.

You will receive **study guides** with **sample questions** before the midterm and the final (copies of last semester's are already in Canvas, you should go ahead and look at them)

To do well in this class, on our exams, and in everything else, you need to: (I'm always here to help)

- **Attend class everyday and be ready to start taking notes at exactly the time class starts. Take copious notes on everything we lecture on in class and on what we discuss. I do not “lecture from the book”- we will always add something new every class.**

- **READ, keep up with the material, be dutiful about your quizzes, take great care in filling out your journal entries, and participate in discussions.** You can't wait to be spoon-fed knowledge, nor does critical thinking come automatically. **Knowledge is something you must grab and make yours.** **Critical thinking takes practice and work, but it's also fun and exhilarating!**
- **Participate!** Ask questions, make comments, engage with the readings and with us!
- We're not "getting a GE class out of the way," we're helping you to **think historically**, to **understand this complex world** and **build the skills -critical thinking, research, oral and written communication, and teamwork-** you'll need to survive and thrive in this complex world.

STANDARDS FOR MY CLASS- all about courtesy and respect. Read this carefully!!

I strive to keep a positive learning environment in our classroom, one where we all respect each other. Side conversations, texting and passing notes are RUDE and a DISTRACTION to the class, and therefore have NO place in our classroom. Just as meaningful participation is rewarded, disruptive behavior will be penalized.

Any behavior that interrupts my teaching or distracts others from learning is not tolerated and will be considered a breech of the Student Code of Conduct and be addressed accordingly. This **INCLUDES TEXTING IN CLASS!**

Walking in and out of the classroom during class is RUDE and a distraction to the class- so DON'T! Let me know before if you need to leave for some reason. And make absolutely sure you've put your cell phones on silent mode and that they're in your backpack.

*I give out handouts at the beginning of class; if you're late, **pick them up** from my front table after we finish class (otherwise you'll interrupt our class flow).

Penalties for interrupting our class, texting in class, or disrupting: a one-day suspension for the first time, a two-day suspension for the second time, and being dropped from the class entirely if you do it one more time.

Laptops and translation devices are permitted for note-taking purposes only, but if you misuse them even once (other homework, checking email, surfing the web), your laptop privileges will be revoked for the remainder of the semester- you will no longer be allowed to bring it at all.

You learn best when you take your own handwritten notes. See these articles:

- "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers" <http://www.sciencedirect.com/science/article/pii/S0360131512002254?np=y>
- "Media Multitaskers Pay Mental Price, Stanford Study Shows" <http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html>

Bottom line: Deep thinking is only possible with sustained and uninterrupted thought!

ATTENDANCE and PUNCTUALITY. I take roll at the beginning of class. **BE ON TIME!** Late arrivals disrupt the flow of the class and will constitute a $\frac{1}{2}$ day absence. I reserve the right to drop you from the class after 3 unexcused absences. **Absences will affect your grade** because my lectures and our films **cover material not found in your readings** and of course, you're not there for participation points so your grade is affected that way too. **Bottom line: come to class, be on time, and we're good.**

ACADEMIC INTEGRITY-- READ THIS CAREFULLY!!

Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) will result in any one of a variety of sanctions. **CLIPPING AND**

PASTING FROM ONLINE SOURCES AND PASSING THEM OFF AS YOUR OWN IS

CHEATING!! Such penalties may range from a **failing grade** on the particular exam, paper, project, or assignment (**all of which may lead to a failing grade in the course**) to, under certain conditions, **suspension or expulsion** from a class, program or the college. **Cheating on a test or paper will result in an automatic 0 for that particular assignment/ paper /test and a referral to the Associate Dean.** If you're still unsure of what constitutes plagiarism, read [this page at the Grossmont library](#).

For further clarification and information on these issues, please ask me or contact the office of the Associate Dean of Student Affairs.

COURSE OUTLINE (Tentative).

We may need to spend more time on a given topic. I'll always announce any changes.

Week 1

1/29-2/4

Introduction to the class and to History as an important discipline

Readings/Handouts (all Handouts are in Canvas too):

“Where did Mexicans Come From?” LA Times article by Gregory Rodriguez (2007), and

“Fox Leaves Mexico’s ‘Dirty’ Past Unsettled” (LAT, 2006) in Canvas

[“Confederate Statues and ‘Our’ History”](#) by Eric Foner, NYT 8/2017, and

AHA Statement on Confederate Monuments (2017)

Have in writing for next class (this is homework), **Journal entry #1: Part 1**) Read our articles listed above. Choose **one important theme** that the article deals with. Then tell us in writing **why** that is important to the study of Mexico and the Americas (two paragraphs for this part).

Journal entry #1, Part 2: Think deeply about the following quotes and the multiple ways they force us to think about what we “know” and the ways that we have come to “know what we know” (this is “historical memory”). Choose two quotes that resonate with you (that you like or that you find meaningful) and write **one or two paragraphs** on why they are important to historical memory (about 3-4 paragraphs total for both parts). Have this finished and ready to discuss by next class. Hand written, or typed.

- 1) "Until lions have their own historians, the hunter will always be glorified" Ethiopian proverb
 - 2) "Our past is only a little less uncertain than our future, and like the future, it is always changing, always revealing and concealing." Daniel Boorstin, Hidden History
 - 3) "Our only duty to history is to rewrite it." Oscar Wilde
 - 4) "The past is never dead. It's not even past." William Faulkner Requiem for a Nun (Act I, Scene III)
(referring to, for example, the legacy of slavery [something from the past] into modern times)
 - 5) "Getting History wrong is part of being a nation" Ernest Renan
 - 6) "The truth does not change according to our ability to stomach it" Flannery O'Connor
 - 7) Benedict Anderson argues that part of being a nation is "organized remembering and deliberate forgetting." What do you think he means and what do you think?
 - 8) "The truth shall set you free, but first it'll piss you off." Gloria Steinem
 - 9) "If you think you think you already have the answer or the truth, it keeps you from learning."
David Henry Hwang, playwright
 - 10) "**Everyone is entitled to their own opinion, but not to their own facts.**" Daniel Patrick Moynihan



Zapata said "The land belongs to those who work it"

This translation: "History belongs to those who work it (or rewrite it)"

On a separate sheet of paper- write your “About me” paragraph. On the second day of class you’re also giving me a brief paragraph about yourself: your educational background (where you’ve gone to school) and goals, your interests, your work, how you came to take this class, your future goals, and anything else I should know about you so I can help you succeed in this course. **Write your name and your email address** at the bottom. This is so I can know who you are and how I can help you reach your goals. No one else will read this but me. (I’ll tell you about me on the first day of class)

Day two: How do we know what we know? Historiography (the history of the history of Mexico) and **Historical Memory; the Importance of History**

Readings: Start reading Meyer, Sherman and Deeds, ch. 1 "The First Mexicans, ch. 2 "Mesoamerica's Golden Age: The Classic Period"

Class discussion. Topic: Your Journal #1, both parts, written responses on articles and quotes.

Give me also your “About me” paragraph (written on a separate paper)

Week 2

2/5-2/11

European Backgrounds: Spain on the Eve of the Conquest

Film clip: "Islam in Europe: When Muslims Ruled Spain" (two films clips are homework)

Handout/in : "The Requerimiento" ("the Requirement")

Native societies in Mexico on the eve of the Conquest (next big lecture)

Readings: Meyer, Sherman and Deeds ch. 3 "Times of Trouble: Post-Classic Mexico"

ch. 4 "The Rise of the Aztecs"

ch. 5 "Aztec Society and Culture"

Handout/short article in Canvas: "Mexico's Indians: One Nation or Many?"

Film- Engineering an Empire: the Maya take copious notes on this film for **homework**

Journal #2 on film on Maya and readings, ch's 1-3; Discuss.

Week 3

2/12-2/18

Film: “Engineering an Empire: the Aztec”-

Readings: Meyer, Sherman and Deeds ch. 6 "The Spanish Invasion",

ch. 7 "The Settlement of New Spain"

Joseph & Henderson pp.'s 92-94 "Omens Foretelling the Conquest" (from Florentine Codex)

*Read [online resources on “The Florentine Codex”](#)

Journal Entry #3 on “Aztecs” and readings; Discuss your completed journal entry.

Week 4

2/19-2/25

No School Monday- Presidents Day Holiday

Conquest, and Settlement of Mexico (Mexico’s Globalization 1.0)

Readings: Meyer, Sherman and Deeds ch. 8 "The Imperial System Entrenched"

Handouts in Canvas: “The Town Council of Huejotzingo to the King (of Spain), 1560”

*Letter by Don Pedro Enrique Moctezuma to relatives, 1587 (Indigenous High Society)

Journal #_ Discuss Native Language Sources and your responses

Wednesday/Thursday: **Quiz #1: MAP QUIZ** –location of Mexican states

Bring Scantron (Datalink form 26760- letter choices, NOT number choices) and #2 Pencil!

The Church and the Spiritual Conquest of Mexico

Read: Meyer, Sherman and Deeds ch. 10 “The Colonial Church”

Handouts/articles in : “Latin America’s Indigenous Saint (Juan Diego) Stirs Anger, Pride”

“A Saint’s Call Lures Southlanders to Yearly Homecoming,” NYT

“Junipero Serra: California’s Founding Father” by Steven Hackel, LA Times

Sister Juana Inés de la Cruz: "Reply to Sor Filotea" (a primary source)

Read: *The MX Reader*, "On Men's Hypocrisy" by Sor Juana, pp. 156-159

Film clips: "I, the Worst of All" (last 1/3 from book burnings-about Sister Juana and gender)- take copious notes on the film; DVD-1857

Journal #_ on film clips and readings

Week 5

2/26-3/4

Mexico’s Colonial Economy and Society: the forging of the “Cosmic Race”

Readings: Meyer, Sherman and Deeds ch. 9 "The Colonial Economy"

ch. 11 "Colonial Society: Race, Class, and Gender"

ch. 12 "Culture and Daily Life in New Spain"

Handouts/articles in : Carlos Alberto Contreras, “Mexican Economic Policy” (colonial era)

“An Unsettling Racial Score Card” (*Casta* Paintings) by Gregory Rodriguez

Film clips: "Black in Latin America: Mexico, the Black Granma in the Closet?"

Read. Handouts/articles in Canvas:

"Negro? Prieto? Moreno? A Question of Identity for Black Mexicans" (LAT handout)

"Racism Rears its Ugly Head During World Cup" (LAT, 2010)

Journal Entry #_; Class Discussion- bring journal entry **finished**.

Week 6

3/5-3/11

Rebellions- Hidalgo, Morelos and the Virgin of Guadalupe: Late Colonial

Changes and the Move to Independence

Readings: Meyer, Sherman and Deeds ch. 13 "The Bourbons Restructure New Spain"
 ch. 14 "Society and Stress in the Late Colonial Period"
 ch. 15 "The Wars for Independence"
 ch. 16 "The First Mexican Empire"

The MX Reader: "Sentiments of the Nation" by José María Morelos, pp. 189-192
 "Plan of Iguala" by Agustín de Iturbide, pp. 192-196,

Journal Entry #__; Class Discussion- bring journal entry **finished**.

Instability, Invasions and the Dismemberment of Mexico: the 1820's to the 1850's

Readings: Meyer, Sherman and Deeds ch. 17 "The Early Mexican Republic, 1824-33"
 ch. 18 "Santa Anna, the Centralized State, and the War with the United States"
 ch. 19 "Society and Culture in the First Half of the 19th Century"
 Contreras, "Mexican Economic Policy" for this time period

The MX Reader: "Décimas Dedicated to Santa Anna's Leg" Anonymous, pp 213-216

Week 7

3/12-3/18

Juarez, The Wars of the Reform, the French Invasion and Mexico's Nascent "Modernization": Mexico from the 1850's to 1876

Readings: Contreras, "The Monroe Doctrine" up through the late 1800's
 Meyer, Sherman and Deeds ch's 20 "The Reform and the French Intervention"
 ch. 21 "The Restored Republic, 1867-76: Nascent Modernization"
 ch. 22 "Society and Culture in the Middle of the 19th Century"
 Joseph and Henderson:
 pp. 263-264 "Offer of the Crown to Maximilian" by Junta of Conservative Nobles
 pp.'s 270-272 "The Triumph of the Republic" by Benito Juarez

Quiz #2, Thursday (on material since the beginning of the semester) **Bring a Scantron (Datalink form 26760- letter choices, NOT number choices) and a #2 Pencil!**

Week 8

3/19-3/25

Railroads, Rurales, Diaz and "Order and Progress": The "Modernization" of Mexico, 1876-1910 (Mexico's Globalization 2.0)

Readings: Meyer, Sherman and Deeds ch. 23 "The Porfiriato: Order and Progress"
 ch. 24 "The Costs of Modernization"
 ch. 25 "Society and Culture during the Porfiriato"

The MX Reader: pp.'s 271-278 "Porfirio Díaz Visits Yucatán" by Arnold and Frost
 pp.'s 279-284 "Scenes from a Lumber Camp" by B. Traven

-From **Contreras, A History of U.S.-Mexico Relations**, intro and ch. 2 "Mexico-U.S.-Relations during the Porfiriato, 1876-1910"

Journal Entry #__; Class Discussion- bring journal entry **finished**.

Week 9

3/26-4/1

Grossmont Spring Break (3/26-4/1)

Week 10

4/2-4/8

The Liberal Order Collapses: The Mexican Revolution, 1910-1920

Read: Meyer, Sherman and Deeds ch. 26 "The Liberal Indictment and the Overthrow of Diaz"

Ch. 26 "The Liberal Indictment and the Overthrow of Diaz"

ch. 27 "Madero and the Failure of Democracy"

ch. 28 "Huerta and the Failure of Dictatorship"

ch. 29 "The Illusory Quest for a Better Way"

ch. 30 "Society and Culture during the Age of Violence"

-**From Contreras, *A History of U.S.-Mexico Relations*, ch. 3, "The Revolution Unmoors the U.S.-Mexico Relationship: Mexico-U.S. Relations during the Revolution, 1910-1920"**

MIDTERM Exam is Thursday of this week- Study! (I can help you prepare during my office hours)

Bring bluebook, scantron (#26760), pen and pencil

Week 11

4/9-4/15

Film: "[The Mexican Revolution: The Storm that Swept Mexico](#)" (Pt I, DVD 1802)

Read: *The MX Reader*: 333-334 and

pp.'s 335-338 "Land and Liberty" by Ricardo Flores Magón

pp.'s 339-343 "Plan of Ayala" by Emiliano Zapata and others

pp.'s 364-371 "Pancho Villa" by John Reed

pp.'s 372-374 "La Punitiva" Anonymous corrido

pp.'s 398-402 "The Constitution of 1917: Articles 27 and 123

Journal Entry # _ on film and documents; Discussion- bring journal entry **finished**.

"Institutionalizing" the Revolution, 1920 to 1940

Readings: Meyer, Sherman and Deeds ch. 31 "Alvaro Obregón Cautiously Implements the Constitution,"

ch. 32 "Mexico Under Plutarco Elías Calles, 1924-1934,"

ch. 33 "Cárdenas Carries the Revolution to the Left,"

ch. 34 "Society and Culture from Obregón to Cárdenas"

The MX Reader, pp.'s 452-455 "The Oil Expropriation" by Josephus Daniels

-**From Contreras, *A History of U.S.-Mexico Relations*, ch. 4 "Reconstructing Mexico and Rising Nationalism: Mexico-U.S. Relations after the Revolution, 1920-1940**

Film clips: "[The Mexican Revolution: The Storm that Swept Mexico](#)" (Pt II; see and take notes on film for **homework**)

Journal Entry # _ film and primary sources; Discussion

Week 12

4/16-4/22

The Revolution Becomes “the Miracle”: The Drive for Urban and Industrial Mexico, 1940-68

Read: Meyer, Sherman & Deeds, ch. 35 "From Revolution to Evolution, 1940-58"
 ch. 36 "The Lull and the Storm, 1958-1976"

The MX Reader, pp.'s 461-463, and
 pp.'s 465-469 "They Gave Us the Land" by Juan Rulfo

pp.'s 555-569 "The Student Movement of 1968" by Elena Poniatowska

-From **Contreras**, *A History of U.S.-Mexico Relations*, ch. 5, "Wartime Cooperation, Post-War Stability and the Cold War, 1940s-1980s"

Film clips: "[**Mexico: From Boom to Bust, 1940-1982**](#)" Mexico's "Revolution" from its industrialization efforts to its oil boom and bust. [DVD# 1856]

Read: Meyer, Sherman & Deeds ch. 37 "Failures of Development and the Decline of the One-Party State, 1976-1988"

Journal Entry # _ on films and documents; Discussion- bring journal entry **finished**.

Week 13

4/23-4/29

The Growth of Statism: Mexico from the Political Upheaval of 1968 to the Economic Crisis of 1982

Read: *The MX Reader*:

pp.'s 512-519 "The Dark Deeds of 'El Negro' Durazo" by José González G.

pp.'s 553-554 From the Ruins

pp.'s 570-578 "El Santo's Strange Career" by Anne Rubenstein

The Economic Crisis of 1982, the “Lost Decade,” and the Economic and Political Restructuring of Mexico

Readings: Meyer, Sherman & Deeds ch. 38 "The Neoliberal State: A Path to Democracy?"
 Carlos Alberto Contreras. "Mexican Economic Policy" (our article) for this time period

Week 14

4/30-5/6

Neoliberalism, NAFTA, and Globalization 3.0: the Remaking of the Mexican Economy and the Shifting Political Landscape of the 1990s

Readings: Meyer, Sherman & Deeds, ch. 39 "The Challenges of Democratization"

Contreras, *A History of U.S.-Mexico Relations*, ch. 6, "Mexico 'Restructures' its Revolution in the 1980s and 1990s, and the End of the Cold War: Mexico-U.S. Relations, 1982-1990s"

Handouts: "How a Tortilla Empire Was Built on Favoritism" (NY Times)

Quiz #3 (on material since the midterm) **Bring a Scantron (Datalink form 26760- letter choices, NOT number choices) and a #2 Pencil!**

PRE-WRITING ASSIGNMENT: (the 'roadmap' of what Primary Sources you've chosen and how you're going about writing your Primary Source Analysis). **In order to approve your paper, I need the following from you in writing: The Primary sources you're analyzing/the secondary source material you'll be using/the questions you're asking of the primary sources/the draft thesis for your**

Primary Source Analysis - DUE IN PERSON any day BY or BEFORE Thursday May 3rd, during my office hours. You'll submit this to me in writing (this means typed and well organized), and *explain* to me *what you're doing and how you're going about writing this paper*. List the titles and authors and page numbers of the primary sources you've chosen to analyze, the book chapters and sections from our readings that you'll use for historical context for your paper, the preliminary questions that you'll be asking about the primary sources you've chosen to analyze (in ways do they contribute to our understanding of your topic?), and the preliminary *draft* of your thesis statement (a statement that you can prove from these primary sources that you're analyzing and supporting documentation you're using). I'll clear it and provide you with immediate feedback. This is mandatory. I cannot grade your paper if you do not submit this to me and explain to me what you're doing by this date (submit anytime before; or feel free to drop by my office or call during office hours anytime before this). Come by the office during office hours anytime before this due date. **DO NOT WAIT UNTIL THE LAST DAY! Start that now and let me know how I can help!**

Week 15

5/7-5/13

The Zapatista Uprising (1994) Shatters the “First World” Myth; and Mexico’s Rocky Path to Democracy

Readings: Meyer, Sherman & Deeds, ch. 40 "Society and Culture Since World War II"

The MX Reader, pp.’s 638-645 “EZLN Demands at the Dialogue Table,” Zapatista Army of National Liberation;

-pp.’s 698-707 “The Maquiladoras” by William Langewiesche

Film: *The Sixth Sun*; clips from Rage Against the Machine’s concert in Mexico City

Journal # Discussion on film and readings on Mexico in the 1990s- bring journal entry finished.

Week 16

5/14-5/20

Mexico in the 21st Century: Economic Integration, Migration, Narcotics, and Trump

Readings: *The MX Reader*, pp.’s 684-686 “Mexicans Would Not Be Bought, Coerced” by Wayne Cornelius

pp.’s 687-688 “The Border and Beyond”

Contreras, A History of U.S.-Mexico Relations, ch. 7, “Free Trade, Economic Integration, Migration, Narcotics and Security: the Transformation of the Mexico-U.S. Relationship in the 21st Century”

Handouts/articles in Canvas:

“Oaxacan Saints Find New Home- Santa Monica” LAT July 2010

“The Bribery Aisle: How Wal-Mart Used Payoffs to get its way in Mexico” NYT 12-17-12

“The Reconquista: NAFTA Works Both Ways” (Financial Times, 8/2012)

[“Paying the Price: Hardship on Mexico’s Farms, Bounty for U.S. Tables” \(LAT 12/2014\)](#)

[“Mexico’s Tarahumara Natives Under Assault by Narcos and Loggers” LAT 3/2017](#)

Film clips “Traffic” (by Steven Soderbergh, 2000); “Narcos” (Netflix, 2015) and “Guerras Ajenas” (‘war on drugs’ since Nixon, Reagan; HBO); “Meth Storm” (MX cartels & meth; HBO)

PAPER (Primary Source Analysis). Make sure you've talked to me about it and have given me your "Pre-write".

Due by: Sunday by 11:59pm in Assignments in Canvas

Week 17:

5/21-5/27

Mexico's Challenges in the 21st Century: Institution Building (Judicial, Political); Corruption; and Economic Development; Society and Culture in the 21st Century

Readings: articles TBA in Canvas and:

"[43 Mexican Students Endured a Night of Terror at Ayotzinapa \(in 2014\)](#)", (NYT Apr. 2016)
["Querétaro and Flint, MI, after NAFTA"](#) (Am's Qtrly, 5/2017)

Film clips: "Presunto Culpable" ("Presumed Guilty"); about Mexico's inefficient judicial system; "[Life Between Borders: Black Migrants in Mexico](#)" (about Haitian refugees in MX)

Film clips: "Coco" (Disney)

Week 18 (Finals)

5/29-6/4

Final Exam Week (GC Finals 5/29-6/4; Monday 5/28 is Holiday, Memorial Day)

Your **Final Exam for this class is: Tuesday May 29th 9:25-11:25, same room**

Bring bluebook, scantron (Datalink #26760), pen and #2 pencil

Turn in journal entries on the day of the final. Because you need them to study for your finals, you'll turn them all in on the day of your final exam. Make sure they're in order, with your name on them- paper-clipped (no folders). **Do not turn in the original articles or handouts I gave you. All I want is your answers (on the sheet with questions that I gave you if that is the case) and your analysis.**

You can pick up your journal entries and finals from me anytime the following semester or give me a big self-addressed, stamped envelope and I'll mail them back to you. I can hold them for you for one semester only.

Final Averages and corresponding Final Grades: All of our assignments are weighted according to the formula explained in the grades section of this syllabus- I don't do "points". I then assign the following letter grade.

The best way to ensure that you pass the class and that you get the grade you want is to do well on every assignment and not skip anything. Skipping an assignment (they turn to 0's) will absolutely affect your grade. Also take advantage of the extra credit opportunities I have announced.

ALL GRADES ARE FINAL!! Do NOT email me to ask me to "bump up" your grade.

A+ 97.01 - 100

A 93.01 - 97

A- 90 - 93

B+ 87.01 – 89.99

B 83.01 – 87

B- 80 – 83

C+ 77.01 – 79.99

C 70 – 77 **(If you're taking the class Pass/No Pass, you need at least a 70%)**

D 60 – 69.99

F 59 and below

Always come to class; ABSENCES DROP YOUR PARTICIPATION GRADE. I tally your **participation** grade after each of our discussion sections and input it to Canvas at the end- for students who participate meaningfully, this is a boost; and for students who are chronically **absent** and/or come to class unprepared to discuss our journal entries, this **will drop your grade** (its a full 10% of your course grade). **Thus, what you see in Canvas is not necessarily your "grade so far".** I'm happy to let you know where you stand on participation during my office hours. **I can help you with anything you need during my office hours- please come by!**