

# History of Mexico Since Independence

01:508:362 / 01:595:312

Dr. Jessica Mack

Spring 2020

Tuesdays and Thursdays, 1:10 – 2:30pm

Hardenbergh Hall B4



Course Description and Goals: This course has two overarching goals. The first is to examine the past two hundred years of Mexican history from the Independence period to the present day (with some background on earlier periods). Students will learn about the crucial conjunctures and persistent themes of Mexico's past. We will explore big questions and debates about land and labor, revolution and reform, development and democracy, culture and politics, ideologies and nationalisms. At the same time, we will consider the perspectives of a broad range of historical actors and be mindful of the exclusions and inequalities that shape history and memory. The second goal, which is closely tied to the first, is to use the history of Mexico to better understand the practice and production of history. Students will gain experience analyzing primary sources, improve their close reading and critical writing abilities, and build interpretive skills through engagement with text, film, photography and digital materials.

## **Assignments:**

Readings and Discussion Posts on Canvas: The readings will be essential for class discussions and activities. All readings are available on **Canvas**. Complete the reading assignment before each class. The readings are listed on the day they will be discussed in class. By 10:00am on the day of class (Tuesday and Thursday), post a quote, a brief comment and a question about the reading on Canvas. Come to class ready to address discussion questions and

comment on your classmates' posts. For background reading, consult Philip Russell's textbook *The History of Mexico From Pre-Conquest to Present*, which is available as an ebook through Rutgers Libraries.

Map Quiz: Study materials for the map quiz will be posted on Canvas.

Primary Source Analysis: Students will write one primary source analysis paper (1200-1500 words) and give a brief class presentation of the source they have chosen (5-10 minutes). Guidelines and source options will be provided. Students will receive extra credit if they go to the Plangere Writing Center Walk-In Hour on College Ave Campus to work on a draft of the paper.

Midterm Exam: The in-class midterm exam will include short answers and an essay.

Final Paper: Guidelines will be provided. Please make use of the wonderful resources available here at Rutgers, including our knowledgeable librarians and writing tutors. Librarian Dr. Jonathan Saucedo will speak to our class in April and answer questions related to your papers. Students will receive extra credit if they go to the Plangere Writing Center Walk-In Hour on College Ave Campus to work on a draft of the assignment.

### **Assessment:**

25% - Participation and Canvas Discussion Posts: Includes attendance, completing the readings, submitting posts on Canvas, and active participation in class discussions.

5% - Map Quiz

20% - Primary Source Analysis Paper and Presentation

25% - Midterm Exam

25% - Final Paper

### **Week 1 – Introduction to the Course Mesoamerican Civilizations in the 16<sup>th</sup> Century**

Tuesday, January 21, 2020

Introductions and Review of Syllabus and Assignments

Thursday, January 23, 2020

Read the syllabus carefully and email me with any questions

Camilla Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*  
(Introduction and Chapter 1, pp.1-29)

In-class exercise: Bring a source from your own personal archive to discuss.

### **Week 2 – Conquest? and Life in Colonial New Spain – 17<sup>th</sup>-18<sup>th</sup> Century**

Tuesday, January 28, 2020

Camilla Townsend, "Burying the White Gods: New Perspectives on the Conquest of Mexico," *The American Historical Review* 108:3 (June 2003), pp. 659-687.

Complete Units 1 & 2 of *Into the Archive* Online Course (email a screenshot of the completed Unit Checklists to Dr. Mack before class).

Thursday, January 30, 2020 – **\*\* MAP QUIZ IN CLASS \*\***

Fray Jeronimo de Mendieta, “The Spiritual Conquest,” *The Mexico Reader*, 114-121.

Enrique Florescano, “The Colonial Latifundio,” *The Mexico Reader*, 131-140.

Ben Vinson, “Race and Badge: Free Colored Soldiers in the Colonial Mexican Militia,”  
*The Americas* 75:1 (2018): 471-496.

### **Week 3 – Independence Movements (1808-1821)**

Tuesday, February 4, 2020

Complete Units 3 & 4 of *Into the Archive* Online Course (email a screenshot of the completed Unit Checklists to Dr. Mack before class).

Philip Russell, *The History of Mexico* (Chapter 6, pp.112-139)

Thursday, February 6, 2020

Lucas Alamán, “The Siege of Guanajuato”

José María Morelos, “Sentiments of the Nation”

Agustín de Iturbide, “Plan de Iguala,” in *The Mexico Reader*, pp. 169-195

### **Week 4 – Envisioning a Nation-State and Facing Intervention (1820s-1860s)**

Tuesday, February 11, 2020

Philip Russell, *The History of Mexico* (Part Three, pp.142-214)

Frances Calderón de la Barca, “Women and War in Mexico,” in *The Mexico Reader*, pp. 198-205.

“A Conservative Profession of Faith,” in *The Mexico Reader*, pp. 220-225.

Thursday, February 13, 2020

“The War on Mexico,” in *Voices of a People’s History of the United States*, eds. Howard Zinn and Anthony Arnove

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Preface and Chapter 1, pp. xxi-xxiii, 1-30)

### **Week 5 – Mexican Liberalism and *La Reforma* (1860s-1880s)**

Tuesday, February 18, 2020

Philip Russell, *The History of Mexico* (Chapter 12, pp. 216-262)

Benito Juárez, “The Triumph of the Republic” *The Mexico Reader*, pp. 270-272.

Thursday, February 20, 2020

Brian R. Hamnett, “Liberalism Divided: Regional Politics and the National Project during the Mexican Restored Republic, 1867-1876.” *The Hispanic American Historical Review* 76, no. 4 (1996): 659–89.

## **Week 6 – Export Economies and Urban Environment during the Porfiriato (1860s-1910)**

Tuesday, February 25, 2020

Casey Marina Lurtz, *From the Grounds Up: Building an Export Economy in Southern Mexico* (Introduction and Chapter 1, pp. 1-43)

Mauricio Tenorio Trillo, “1910 Mexico City: Space and Nation in the City of the Centenario,” *Journal of Latin American Studies* 28:1 (February 1996): 75-104.

Thursday, February 27, 2020

Matthew Vitz, *A City on a Lake: Urban Political Ecology and the Growth of Mexico City* (Chapter 1, pp. 19-50)

James Creelman, “President Díaz, Hero of the Americas,” in *The Mexico Reader*, pp. 285-291.

## **Week 7 – Mexican Revolution(s) (1910-1916)**

Tuesday, March 3, 2020

Philip Russell, *The History of Mexico*, Chapter 15, pp. 296-316.

Documentary Film: *The Storm That Swept Mexico* – 2 hours (2011):

<https://bit.ly/2tsCXqy>

Thursday, March 5, 2020

Thomas Benjamin, *La Revolución: Mexico’s Great Revolution as Memory, Myth and History* (pp. 1-67)

## **Week 8 – Mexican Revolution(s) (1910-1916)**

Tuesday, March 10, 2020

John Womack, *Zapata and the Mexican Revolution* (Preface and Selections)

Emiliano Zapata and Others, “Plan de Ayala,” and Luis Cabrera, “The Restoration of the *Ejido*” in *The Mexico Reader*, pp. 339-350

Thursday, March 12, 2020 **\*\* MIDTERM EXAM IN CLASS \*\***

## **SPRING BREAK**

## **Week 9 – Postrevolutionary State Formation – Education and the Church (1920s-1930s)**

Tuesday, March 24, 2020

Mary Kay Vaughn, “Nationalizing the Countryside: Schools in Rural Communities in the 1930s,” in *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920-1940*, pp. 157-175.

Thursday, March 26, 2020

Ben Fallaw, *Religion and State Formation in Postrevolutionary Mexico* (Introduction and Chapter 1, pp. 1-33)

## **Week 10 – Institutionalizing the Revolution (1930s-1950s)**

Tuesday, March 31, 2020

Philip Russell, *The History of Mexico*, Chapter 21, pp. 408-452

Thursday, April 2, 2020

Paul Gillingham, *Cuauhtémoc's Bones: Forging National Identity in Modern Mexico* (Introduction and Chapter 1, pp.1-44)

## **Week 11 – Midcentury Miracles**

Tuesday, April 7, 2020

Hector Aguilar Camín and Lorenzo Meyer, “The Mexican Miracle, 1940-1968,” in *In the Shadow of the Mexican Revolution: Contemporary Mexican History, 1910-1989*, pp.159-198.

Thursday, April 9, 2020

Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture*, Selections.

## **Week 12 – 1968 Mexico**

Tuesday, April 14, 2020

Elena Poniatowska, *Massacre in Mexico*, Selections in PDF  
Watch: *Roma* (2018), directed by Alfonso Cuarón

Thursday, April 16, 2020 **\*\* NOTE: Session will be held in Alexander Library - IHL 413.**

Library Session with Dr. Jonathan Saucedo, Librarian for Latin American Studies  
Come prepared with questions about the sources you will use in your Final Paper.

Listen: Radio Diaries Podcast – Mexico '68 (21 min.): <https://bit.ly/37guUeQ>

## **Week 13 – Economic and Political Transitions, 1970s – 1990s**

Tuesday, April 21, 2020

Louise Walker, *Waking from the Dream: Mexico's Middle Classes After 1968* (Introduction and Chapter 6: Earthquake: Civil Society in the Rubble of Tlatelolco, 1985-1988, pp. 1-20, 173-200)

Thursday, April 23, 2020

Alma Guillermoprieto, *The Heart that Bleeds: Latin America Now*, pp. 47-67.

## **Week 14 – Mexico in the 21<sup>st</sup> Century**

Tuesday, April 28, 2020

David Barstow and Alejandra Xanic von Bertrab, “The Bribery Aisle: How Wal-Mart Got its Way in Mexico” *New York Times* (December 2012): <https://nyti.ms/3auGaq0> (available with a free student subscription through Rutgers Libraries).

Short Film: “The Siege of Culiacán,” *The New York Times* (2019) – 27 min.: <https://nyti.ms/2GaM165>

Thursday, April 30, 2020: Final Class

Bring a recent news article about Mexico to class and be prepared to share it.

Conclusion and Reflections

**Monday, May 4, 2020: Final Papers due via email by 11:59pm**

Academic Integrity at Rutgers: Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

For more information, visit: <http://academicintegrity.rutgers.edu/resources-for-students/>.