Welcome to Mexico Since Independence! I am enthused to have you all in the course. Over the next fifteen weeks, my aim is to introduce students to the varied and rich tapestry that is Mexican history, and explore the major events that have influenced the country’s development. I have spent the last decade researching and teaching about Mexico’s past, from the prehispanic period to the present, and I hope that I will be able to impart at least a little of my passion for the subject to each student. A basic understanding of Mexican history, moreover, is essential for Texans, specifically, and US residents generally. Our southern neighbor has contributed much to the US in the way of culture, language, territory, and demography. Likewise, “El Colosio” (The Colossus), as some referred to the US in the 19th century, has also played an outsized role in the political and economic affairs of Mexico since 1821. Though migration patterns have recently begun to change, the ties between the lands of the golden and bald eagles are only growing stronger. Today, Mexico is a member of USMCA (United States-Mexico-Canada Agreement), and is the second-largest trading partner with the US. How and why these developments occurred will be addressed throughout the course.

Course Objective:

To provide students with a comprehensive overview of Mexico’s political, economic, social, environmental and cultural history from the independence era to the present. The course consists of lectures that not only present a chronological historical narrative but also integrate Mexico’s history with the broader themes of borderlands and world history.

Student Learning Objectives:

- Students will improve their verbal, analytical, and written skills through classroom discussion and essay assignments.
- Students will demonstrate their ability to interpret primary and secondary source materials through the same means.
- Students will demonstrate their ability to interpret historical development and change as it pertains to Mexico’s history from the independence era to the present.
• Students will be able to analyze the interrelationship among economies, politics, and social structures.
• Students will be able to construct essays that synthesize assigned readings and lectures into a coherent, fact-based analytical narrative that demonstrates critical thinking skills.

**Required Texts:**


**Course Requirements:**

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<tr>
<td>Midterm</td>
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<tr>
<td>Final Exam</td>
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<td>Book Reports, X2</td>
<td>20%</td>
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<td>Research Paper</td>
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<td>Discussion/Attendance</td>
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<tr>
<td>A</td>
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<td>B</td>
<td>80-89%</td>
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<td>C</td>
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**Academic honesty.** Simply put, do your own work and don’t cheat. Not only does cheating blemish one’s character and diminish personal integrity, you will be found out and disciplined accordingly, in compliance with the ASU Student Handbook’s Academic Honor Code ([www.angelo.edu](http://www.angelo.edu)). Plagiarism or copying answers will result in automatic failure of the class and a report to the administration.

**Persons with disabilities.** Persons with disabilities who require certain accommodations must contact the Student Life Office located in the UC, room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

**Attendance and class conduct**

*Excused and Unexcused Absences.* Attendance is mandatory. Each student is allowed four unexcused absences before points are taken from their participation grade. Excused absences, as defined in the Student Handbook, will not count toward the maximum
allowable absences. However, POWERPOINTS AND/OR NOTES WILL NOT BE PROVIDED. I will discuss the general themes of the classes you missed, but I WILL NOT REDELIVER THE LECTURE TO YOU. Textbooks addressing these and other topics are available in the library; another traditional, but possibly less reliable, method is to make friends with your classmates and get notes from them.

**Student Absence for Observance of Religious Holy Day.** Students may request an absence in advance, as per Texas Education Code, §51.911, which states:

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**In-class conduct.** A warm body in a chair does not attendance make. Preparation, punctuality, and presence of mind are also required. Several policies will be employed to facilitate informed engagement and minimize distractions:

- Except for when class is opened up for discussion, please refrain from talking.
- Turn off cell phones, and do not answer them while in class.
- LAPTOPS ARE NOT PERMITTED—writing is far superior for memory retention, and laptops are proven distractions.
- Please do not photograph Powerpoint slides. Once again, note-taking with pen and paper is far better than stopping to snap a picture of the slides; you’ll also miss important information from the lecture. THE SLIDES, MOREOVER, ARE INTENDED AS LEARNING AIDS/OUTLINES; MUCH OF WHAT IS ON THE EXAMS WILL NOT BE ON THE SLIDES.

**Make-Up Exam Policy.** Students must have a documented reason in order to miss or make up an examination. The make-up examination, differing significantly from that given to the rest of the students, will be administered in the instructor’s office. You must come to me within two class days to schedule a makeup exam, or you will receive a zero.

**Questions?** Please feel free to contact me via email, or stop by during my office hours.

**Title IX at Angelo State University:** Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct
is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

E-Mail: michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

**Written Assignments.** As this is a senior-level class, students are expected to continue honing the core skillset of historians: reading, writing, and critical evaluation. To that end, you will write two book reviews and a research paper.

Papers must be formatted correctly—i.e., 12-point font, double-spaced, and 1” margins—and delivered to the instructor by the beginning of class on the day when the assignment is due, in paper form, in order to avoid deductions in your grade. Proper formatting includes the use of the Chicago Turabian style—the most common style for historical writing in the US—for all citations, footnotes, and bibliographies. For information, see https://www.chicagomanualofstyle.org/turabian/citation-guide.html

**Book Reviews.** Book reviews will be between 3 and 5 pages in length. The purpose of these assignments is twofold: 1) to demonstrate that you have read and digested the material, and 2) to provide a reasoned, well-informed critique of the book’s main theses. Therefore, you should not only seek to identify the author’s central argument, but also think about its implications, within the context of the book and without. Some of the questions you might ask yourself while reading are: Does the author support his/her claim(s) in a convincing manner? Could there be another plausible explanation for the causation or causality identified in the text? Does the book overturn or reaffirm what you thought about the subject prior to reading, or does it do neither? Has someone else made the same or opposing argument?
Research Paper. Students will choose a topic from Mexican History and submit a 7- to 10-page paper at the end of the semester exploring the selected theme. In order to make sure that the topic you choose is able to be properly addressed in the space allotted, you must speak to the instructor about the topic beforehand and gain approval.

Below is the rubric used for grading written assignments:

Student Paper Rubric for Assignment:

Component 1: Thesis/Argumentation

Points Criterion

1. There is no thesis, there are multiple theses, or what there is of an argument is not developed
2. There is the outline of a thesis or argument, but requires further elaboration.
3. There is a clearly developed argument

Component 2: Supporting Evidence

Points Criterion

1. There are no specific textual evidence provided and no evidence of having done any reading and assimilating of seconday or—if applicable—primary source.
2. There are few textual examples given, but more specific evidence and citation is needed to develop the paper fully.
3. There is ample textual evidence used where appropriate to bolster thesis

Component 3: Clarity/Quality of Composition

1. There is no indication that the student has command of the basic requirements of clear/quality composition. Three basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.
2. There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.
3 The written work follows the basic requirements of clear/quality composition

**Component 4: Organization of Paper**

1 The student cobbled together incoherent or rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader.

2 The student partially succeeded in composing essay. More improvement in order and logic of flow is needed.

3 The student has written a well-organized, coherent, and logically-flowing paper.

**Component 5: Historical Sense**

1 The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of history. The student is not able to analyze the relationship among politics, economics, and social change.

2 The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of history. More development, especially of the interplay between actors and events (societal forces), is needed.

3 The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.

**Schedule**

**Week 1**

8/27 Introduction
8/29 The formation of modern Mexico and *mexicanidad*: The Colonial Era Read: *Many Mexicos* excerpt (blackboard) *El Gran Pueblo*, Introduction

**Week 2**

9/3 Independence
9/5 “The Curse of the Colony”: Tough times in the Early Republic
**Week 3**

9/10 Caudillos, Regionalism and Texas Independence

9/12 The United States-Mexico War, 1846-48

**Read:** *El Gran Pueblo*, Chapter 2

*Blood Contingent*

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**Week 4**

9/17 *La Reforma:* Liberals, Conservatives, and the shape of Mexico’s Future

9/19 *El tricolor y le tricolore:* The French Intervention, 1862-1867

**Read:** *El Gran Pueblo*, Chapter 3

*Blood Contingent*

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**Week 5**

9/24 Benito Juárez and the Restored Republic

9/26 Restoring the Restoration: *juarista* discontent and Porfirio Díaz

**Read:** *El Gran Pueblo*, Chapter 4

*Blood Contingent*

**Book Report on Blood Contingent Due At The Beginning Of Class**

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**Week 6**

10/1 *Library Field Trip:* The class will meet in the library in order to introduce students to the available primary and secondary sources pertaining to Mexico.

10/3 The Porfiriato: *fin de siècle* Mexico, its problems and prospects

**Research Paper Topic Due By At The Beginning of Class**

**Read:** *El Gran Pueblo*, Chapter 5

*Mexico City in the Age of Díaz*

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**Week 7**

10/8 Harbingers of discontent: the lead-up to revolution

10/10 Midterm

**Read:** *El Gran Pueblo*, Chapter 6

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**Week 8**

10/15 The Mexican Revolution, Part 1: From Madero to Huerta

10/17 Mexican Revolution Part 2, *La bola:* Conventionalists, Constitutionalists, and Caudillos

**Read:** Zapata, excerpt (blackboard)

*El Gran Pueblo*, Chapter 7
Week 9
10/22  Guest Lecture
10/24  Presentation: Cultural Manifestations of the Mexican Revolution, from *corridos* to muralism
Read: *El Gran Pueblo*, Chapter 8

Week 10
[Last day to drop a class or withdraw from the University, October 31]
10/29  The Maximato: Sonoran control of the presidency and the beginnings of the PRI
10/31  Class Exercise: *Recreating the Convention of Aguascalientes, 1914.*
Prior to the exercise, the instructor will place students into one of several groups which will present the cause of each of the revolutionary factions that came together in Aguascalientes, and will give rebuttals to their opponents.

Week 11
11/5  Lázaro Cárdenas takes a left turn
11/7  A shifting Revolution: Developmentalism
Read: *El Gran Pueblo*, Chapter 9

Week 12
11/12 The Mexican Miracle: Import Substitution and the Golden Age
11/14 Migration and the Cold War
Read: *El Gran Pueblo*, Chapter 10
Book Report on Blood Contingent Due At The Beginning Of Class

Week 13
11/19 The Olympics, Tlaltelolco, and The End of a Dream
11/21 1970-1990: Economic Crisis and *Apertura*
Read: *El Gran Pueblo*, Chapter 11

Week 14
11/26 NAFTA, Neoliberalism, and Migration
11/28 No class, Thanksgiving
Read: *El Gran Pueblo*, Chapter 12

Week 15
12/3 A New Millennium: the End of a One-Party System, the rise of the Narcos, and changes in migration patterns
12/5 Review
RESEARCH PAPER DUE BY THE BEGINNING OF CLASS

Final Exam: Thursday, December 12, 2019, 8-10 a.m.