

History 382/LAST 350: Mexico: History and Politics (1810-2010)

Spring 2010; California State University, Chico

Professor Stephen E. Lewis

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Office hours: Tuesdays and Thursdays 3:30-5:00 PM and Fridays 9:00-noon.

This is a GE Non-Western course and part of the Mexico and Central America upper division theme. It is also a component of the History and Latin American Studies majors and minors.

Course description

We will explore several key themes in the history of nineteenth and twentieth century Mexico, including:

- the legacy of the wars for independence
- attempts to construct the post-colonial state
- dependent capitalist development during the Porfiriato and its social impact
- interpretations of the revolution of 1910
- post-revolutionary attempts to forge a state and nation
- stagnation and decadence of the institutionalized revolution
- the meaning of the Zapatista insurrection in Chiapas
- the state of the current democratic transition

This is a lecture/discussion survey. Do the readings to participate in and pass the class.

Your final grade will be determined as follows:

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| Three quizzes | 30% |
| Two in-class exams | 40% |
| Final paper (7 pages) | 20% |
| Attendance/participation/in-class presentation | 10% |

Guidelines for written work

"A" work is clearly written and well organized. Most importantly, it contains a central argument supported by a well-chosen variety of examples drawn from the assigned readings. Such work demonstrates that the student has grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a compelling, independent argument. "B" work demonstrates that the student has wrestled with some of the issues in the course. Yet "B" work mainly provides a summary of ideas and information already covered. A typical "C" paper or essay provides a recap of the historical narrative but offers little in terms of analysis and relies on an inadequate number of sources. Work that receives a grade lower than "C" typically does not respond adequately to the assignment, is marred by frequent errors, unclear writing, poor organization, lack of sources, or some combination of these problems. All grades are final.

In-class presentation

Students will pair up, then read and present one or two outside readings (see below). These Powerpoint presentations may not exceed six minutes and must not consist of more than six slides! After the presentation(s), the presenters will field questions for a couple of minutes. The material covered by the student presenters will appear on quizzes and tests. Please note: all readings for the in-class presentations can be found on reserve.

Nuts and bolts

--Late policy:

Written work will be docked 1/3 of a letter grade each weekday that it is late.

--No make-up quizzes or exams.

--Frequent absences will hurt your grade.

--All grades are final.

--Texting in class is high school behavior and will not be tolerated.

--Those who plagiarize will receive an "F" for the class and their case will be turned over to Student Judicial Affairs. Please ask me if you have questions about plagiarism.

--I am happy to write letters of recommendation for students who have completed two classes with me and have earned a "B+" or better in both classes.

Course readings

Please purchase the following books *immediately*. Used copies may be available.

Alexander S. Dawson, *First World Dreams: Mexico since 1989* (New York: Zed Books, 2006).

Paul Garner, *Porfirio Díaz* (San Francisco: Pearson Education Limited, 2001).

Gilbert M. Joseph and Timothy J. Henderson, eds., *The Mexico Reader: History, Culture, Politics* (Durham: Duke University Press, 2002).

Stephen E. Lewis, *The Ambivalent Revolution: Forging State and Nation in Chiapas, 1910-1945* (Albuquerque: University of New Mexico Press, 2005).

Course calendar

The Wars for Independence and Beyond

1-26

Introduction

1-28

Bring two blank blue books to class. Do not write your name on them! Thanks!

Please purchase all course texts and read the following:

Gilbert M. Joseph and Timothy J. Henderson, eds., *The Mexico Reader: History, Culture, Politics* (hereafter MR) (Durham: Duke University Press, 2002), 1-7.

Inga Clendinnen, "The Cost of Courage in Aztec Society," in MR, pp. 61-78.

Anonymous, "Omens Foretelling the Conquest" in MR, pp. 92-94.

Bernal Díaz del Castillo and Hernán Cortés, "The Spaniards' Entry into Tenochtitlán" in MR, pp. 95-104.

J.H. Eliot, "Cortés and Montezuma" in MR, pp. 105-108.

2-2

Come to class having chosen three outside readings that interest you. Also read the following:

Alonso de Zorita, "Why the Indians Are Dying" in MR, pp. 122-130.

Enrique Florescano, "The Colonial Latifundio," in MR, pp. 131-140.

Sor Juana, "On Men's Hypocrisy" in MR, pp. 156-159.

2-4

José Joaquín Fernández de Lizardi, "The Itching Parrot, the Priest, and the Subdelegate" in MR, 160-168.

Lucas Alamán, "The Siege of Guanajuato" in MR, pp. 169-188.

In-class presentation: violence in Ciudad Juárez. Ask Lewis for sources. Spanish reading ability might help.

Centralists/Conservatives vs. Federalists/Liberals: Early Mexican State Building

2-9

Agustín de Iturbide, "Plan de Iguala" in MR, pp. 192-195.

Frances Calderón de la Barca, "Women and War in Mexico" in MR, pp. 196-205.

Guillermo Prieto, "The Glorious Revolution of 1844" in MR, pp. 206-212.

In-class presentation: the cult of the Santa Muerte. Ask Lewis for sources. Spanish reading ability might help.

2-11

Juan Bautista Morales, "War and Finance, Mexican Style," in MR, pp. 217-219.

The Editors of *El Tiempo*, "A Conservative Profession of Faith" in MR, pp. 220-225.

Mariano Otero, "Considerations Relating to the Political and Social Situation of the Mexican Republic in the Year 1847" in MR, pp. 226-238.

In-class presentation: Shannon Baker, "Antonio López de Santa Anna's Search for Personalized Nationalism," in *Heroes and Hero Cults in Latin America* eds. Samuel Brunk and Ben Fallaw (Austin: University of Texas Press, 2006), 58-82, and Lesley Bird Simpson, "Santa Anna's Leg," in *Mexico: From Independence to Revolution, 1810-1910* ed. W. Dirk Raat (Lincoln: University of Nebraska Press, 1982), 60-83.

Porfirian "Order and Progress" and its Consequences

2-16

Paul Garner, *Porfirio Díaz* (San Francisco: Pearson Education Limited, 2001), 1-47.

Quiz (covers all material up to and including the Texas war)

2-18

Garner, 48-97.

Junta of Conservative Notables, "Offer of a Crown to Maximilian," in MR, 263-264.

Benito Juárez, "The Triumph of the Republic," in MR, 270-272.

2-23

Garner, 98-136.

2-25

Garner, 137-162.

In-class presentation: Glen David Kuecker, "Alejandro Prieto: Científico from the Provinces" and Susie S. Porter, "Juana Belén Gutiérrez de Mendoza: Woman of Words, Woman of Actions," in *The Human Tradition in Mexico* ed. Jeffrey Pilcher (Wilmington, DE: Scholarly Resources Inc., 2003), 91-117.

3-2

Garner, 163-193.

Channing Arnold and Frederick J. Tabor Frost, "Porfirio Díaz Visits Yucatán," in MR, pp. 273-278.

James Creelman, "President Díaz, Hero of the Americas" in MR, pp. 285-291.

In-class presentation: William H. Beezley, *Judas at the Jockey Club and Other Episodes of Porfirian Mexico* (Lincoln: University of Nebraska Press, 1987), 13-66.

3-4

In-class exam (covers late colonial period through the Porfiriato).

3-9 and 3-11 **Lewis mandatory unpaid furlough days.** If you feel cheated, please contact your representatives to the state senate or legislature and/or contact the governor's office.

Garner, 194-230.

John Mason Hart, "The Mexican Revolution, 1910-1920," in *The Oxford History of Mexico* eds. Michael C. Meyer and William H. Beezley (New York: Oxford University Press, 2000), 435-465.

Spring break

Mexico, 1910-1920: Populist Revolution, Bourgeois Rebellion, Nationalist Revolt, and/or Patriarchal Event?

3-23

Emiliano Zapata and others, "Plan de Ayala" in MR, pp. 339-343.

Martín Luis Guzmán, "Zapatistas in the Palace" in MR, 351-356.

3-25

Ricardo Pozas, "Juan the Chamula" in MR, pp. 387-397.

John Reed, "Pancho Villa" in MR, pp. 364-371.
"The Constitution of 1917," in MR, pp. 398-402.

Postrevolutionary State and Nation Building

3-30

Stephen E. Lewis, *The Ambivalent Revolution: Forging State and Nation in Chiapas, 1910-1945* (Albuquerque: University of New Mexico Press, 2005), xi-22.

In-class presentation: In-class presentation: Martha Eva Rocha, "The Faces of Rebellion: From Revolutionaries to Veterans in Nationalist Mexico," in *The Women's Revolution in Mexico, 1910-1953* eds. Stephanie Mitchell and Patience A. Schell (Lanham: Rowman and Littlefield Publishers, Inc., 2007), 15-35; and Anne Rubenstein, "The War on Las Pelonas: Modern Women and Their Enemies, Mexico City, 1924," in *Sex in Revolution: Gender, Politics, and Power in Modern Mexico* eds. Jocelyn Olcott, Mary Kay Vaughan, and Gabriela Cano (Durham: Duke University Press, 2006), 57-80.

4-1 Campus-wide mandatory unpaid furlough day. No class, but please read the following:

José Vasconcelos, "The Cosmic Race" in MR, 15-19.

Anonymous, "The Socialist ABC's" in MR, pp. 411-417.

Plutarco Elías Calles, "Mexico Must Become a Nation of Institutions and Laws," in MR, pp. 421-25.

Carlos Fuentes, "The Formation of the Single-Party State," MR, 426-427.

Second quiz

4-6

Lewis, 23-64.

In-class presentation: Samuel Brunk, "The Mortal Remains of Emiliano Zapata," in *Death, Dismemberment, and Memory: Body Politics in Latin America* ed. Lyman L. Johnson (Albuquerque: University of New Mexico Press, 2004), 141-178.

4-8

Lewis, 67-116

In-class presentation: Adrian Bantjes, "Saints, Sinners, and State Formation: Local Religion and Cultural Revolution in Mexico," and Wendy Waters, "Remapping Identities: Road Construction and Nation Building in Postrevolutionary Mexico," in *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920-1940* eds. Mary Kay Vaughan and Stephen E. Lewis (Durham: Duke University Press, 2006), 137-156 and 221-242. (on reserve)

In-class presentation: Joy Hayes, "National Imaginings on the Air: Radio in Mexico, 1920-1950," and Joanne Hershfield, "Screening the Nation," in *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920-1940* eds. Mary Kay Vaughan and Stephen E. Lewis (Durham: Duke University Press, 2006), 243-278.

4-13

Lewis, 119-155.

Fernando Benítez, "The Agrarian Reform in La Laguna" in MR, 445-451.

Josephus Daniels, "Oil Expropriation" in MR, pp. 452-455.

In-class presentation: Nancy Deffebach, "Frida Kahlo: Heroism of Private Life," in *Heroes and Hero Cults in Latin America* eds. Samuel Brunk and Ben Fallaw (Austin: University of Texas Press, 2006), 171- 201.

In-class presentation: Stephanie Mitchell, "Por la liberación de la mujer: Women and the Anti-Alcohol Campaign," in *The Women's Revolution in Mexico, 1910-1953* eds. Stephanie Mitchell and Patience A. Schell (Lanham: Rowman and Littlefield Publishers, Inc., 2007), 165-185.

4-15

Lewis, 157-201.

In-class presentation: Anne Rubenstein, *Bad Language, Naked Ladies, and Other Threats to the Nation* (Durham: Duke University Press, 1998), 1-11, 41-73.

In-class presentation: Sarah A. Buck, "The Meaning of the Women's Vote in Mexico, 1917-1953," in Stephanie Mitchell and Patience A. Schell, *The Women's Revolution in Mexico, 1910-1953* (Lanham: Rowman and Littlefield Publishers, Inc., 2007), 73-98.

4-20

Lewis, 203-219.

In-class exam

Contemporary Mexico: The Slow Death of a Revolution

4-22

Daniel Cosío Villegas, "Mexico's Crisis" in MR, 470-481.

Joel Simon, "The Sinking City," in MR, 520-535.

Rosario Castellanos, "Modesta Gómez" in MR, pp. 545-552.

In-class presentation: Timothy Henderson and David LaFrance, "Maximino Ávila Camacho of Puebla," in *State Governors in the Mexican Revolution: Portraits in Conflict, Courage, and Corruption* eds. Jürgen Buchenau and William H. Beezley (Lanham, MD: Rowman and Littlefield, 2009), 157-76.

In-class presentation: Alex Saragoza, "The Selling of Mexico: Tourism and the State, 1929-1952," and Anne Rubenstein, "Bodies, Cities, Cinema: Pedro Infante's Death as Political Spectacle," in *Fragments of a Golden Age: The Politics of Culture in Mexico since 1940* eds. Gilbert Joseph, Anne Rubenstein, and Eric Zolov (Durham: Duke University Press, 2001), 91-115 and 199-233.

4-27

Octavio Paz, "Sons of La Malinche" in MR, 20-27.

Guillermo Bonfil Batalla, "The Problem of National Culture," in MR, 28-32.

Roger Bartra, "Does it Mean Anything to be Mexican?" in MR, 33-40.

Alma Guillermoprieto, "Mexico City 1992," in MR 41-52.

Elena Poniatowska, "The Student Movement of 1968" in MR, 553-569.

In-class presentation: Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture* (Berkeley: University of California Press, 1999), 93-131.

4-29

Alexander S. Dawson, *First World Dreams: Mexico since 1989* (New York: Zed Books, 2006), 1-22.

José González G., "The Dark Deeds of "El Negro" Durazo" in MR, 512-519.

Anne Rubenstein, "El Santo's Strange Career," in MR, 570-578.

In-class presentation: Lyman L. Johnson, "Digging Up Cuauhtémoc," in *Death, Dismemberment, and Memory: Body Politics in Latin America* ed. Lyman L. Johnson (Albuquerque: University of New Mexico Press, 2004), 207-244.

In-class presentation: Heather Levi, "Masked Media: The Adventures of Lucha Libre on the Small Screen," in *Fragments of a Golden Age: The Politics of Culture in Mexico Since 1940* (Durham: Duke University Press, 2001), 330-372.

The Neo-Zapatista movement and recent Mexican politics

5-1

Dawson, 23-69.

5-6

Dawson, 46-95.

In-class presentation: Dennis Gilbert, "Rewriting History: Salinas, Zedillo and the 1992 Textbook Controversy," in *Mexican Studies/Estudios Mexicanos* 13:1 (Winter 1997): 271-297.

5-8

Zapatista Army of National Liberation, "EZLN Demands at the Dialogue Table" in MR, pp. 638-645.

Subcomandante Marcos, "The Long Journey from Despair to Hope" in MR, pp. 646-654.

Marián Peres Tsu, "A Tzotzil Chronicle of the Zapatista Uprising" in MR, pp. 655-669.

In-class presentation: John Womack, Jr., ed., *Rebellion in Chiapas: An Historical Reader* (New York: The New Press, 1999), (three separate readings, 119-161).

5-13

Dawson, 96-140.

Third quiz

In-class presentation: Andrés Manuel López Obrador (Spanish reading ability preferable).

5-15

Dawson, 141-170.

Video: "A Massacre Foretold."

Final paper due date and time:

Your final paper is due on or before 10 AM on Tuesday, May 18.