

Brunk
Spring 2024
History 4325
Junior/Senior Seminar
Modern Mexico

Office Hours: TR 10:30-12:00
and by appointment
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email: sbrunk@utep.edu

COURSE DESCRIPTION: The primary task of students in this course will be to complete a research paper on some aspect of modern Mexican history (late nineteenth century to the present). That history centers in great part on the causes, process, and consequences of the Mexican Revolution, but also on the ways in which Mexico has wrestled with national identity, state formation, modernity, development, and issues of race, ethnicity, class, and gender. The required research paper will be from fifteen to twenty pages in length (excluding footnotes, bibliography, and any illustrations you might want to use) and based on both substantial research in primary sources and a solid understanding of the appropriate secondary sources. Students will also read and discuss a series of books and articles, which will provide them with examples of how to conduct, interpret, and present their research as well as some of the necessary historiographical background. By the end of the course, students will become familiar with the broad sweep of modern Mexican history and produce research papers that demonstrate their expertise on a particular facet of that history. They will develop their oral and written communication skills, as well as their ability to do research in primary sources.

GRADING: Final grades for this course will be based on two short research exercises, a prospectus, the final oral presentation of research, the research paper, and class participation. Grades will be calculated in the following manner:

Research Exercises	10% (5% each)
Prospectus	10%
Final Presentation of Research	15%
Research Paper	40%
Class Participation	25%

The participation grade will be based on your attendance, your participation in class discussions, the timely completion of reading questions and the series of short assignments that lead up to the research paper, and two reviews of the writing of one of your peers.

No extra credit will be offered in this course. Students hoping to raise their grades should talk to the professor about how to improve on the work assigned, and in particular about how to produce a strong final research paper. **Improvement will be rewarded** in determining final grades (but only for those students who regularly attend class and complete assignments on time).

BLACKBOARD: Handouts and other materials will be distributed through Blackboard. Please do not try to contact me through the Blackboard email system, however, since I rarely check it. Email me at my regular UTEP email address, sbrunk@utep.edu.

STUDENT RESPONSIBILITIES: You are generally expected to attend class and your participation grade depends, in part, on your attendance. Absences due to scheduled university activities, health problems, or serious family emergencies (such as the illness of a child or a death in the family) will be excused, but in most cases you need to document them with a note from an appropriate professional (such as a physician or funeral director). If for any reason you must miss a class period, it is your responsibility to inform the instructor and obtain handouts (from Blackboard) and notes (from a fellow student).

Do not come to class if you are ill with symptoms that suggest a communicable disease such as covid. We are on the honor system in this respect, which means that your absence will be excused without a doctor's note if you simply let me know, as soon as possible, that this is the reason for it. If you are feeling unwell for any reason, please let me know as soon as possible, so we can work on appropriate accommodations.

You are also expected to arrive on time and stay until the end of each class period. It is better to come in late or leave early than not to come at all, but do not make a habit of it. Arrange your life so you can attend this class. If you must come in late, avoid disrupting the class.

It is your responsibility to turn in assignments on the day they are due. If missing a deadline was due to circumstances beyond your control, communicate with me immediately. If you do not, I will assume that you just weren't paying enough attention to our schedule.

Although there is evidence that taking notes by hand may be better, you may use a computer to take notes if you choose, but turn off your cell phones and all other devices when you enter the classroom, except when using them to access class materials. This will make it easier for you to remain in your seat rather than leaving the room to answer the phone. (Of course, if you have a potential emergency, let me know and I will gladly make an exception).

ACADEMIC HONESTY: Plagiarism is the use of the ideas, information, or words of another author or fellow student without giving proper credit to your source. You are responsible for citing your sources as indicated by the instructor and, in cases where you directly quote from a source, for enclosing those words that are not your own in quotation marks. Failing to give proper credit to your sources in these ways is academic dishonesty. I will refer all suspected incidences of academic dishonesty to the office of Student Conduct and Conflict Resolution for investigation. Students found guilty of such actions will be punished. See UTEP policy on this issue at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>. For some tips on avoiding plagiarism, see: <https://www.utep.edu/student-affairs/osccr/Files/docs/Avoiding-Plagiarism.pdf>.

STUDENTS WITH DISABILITIES: The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans

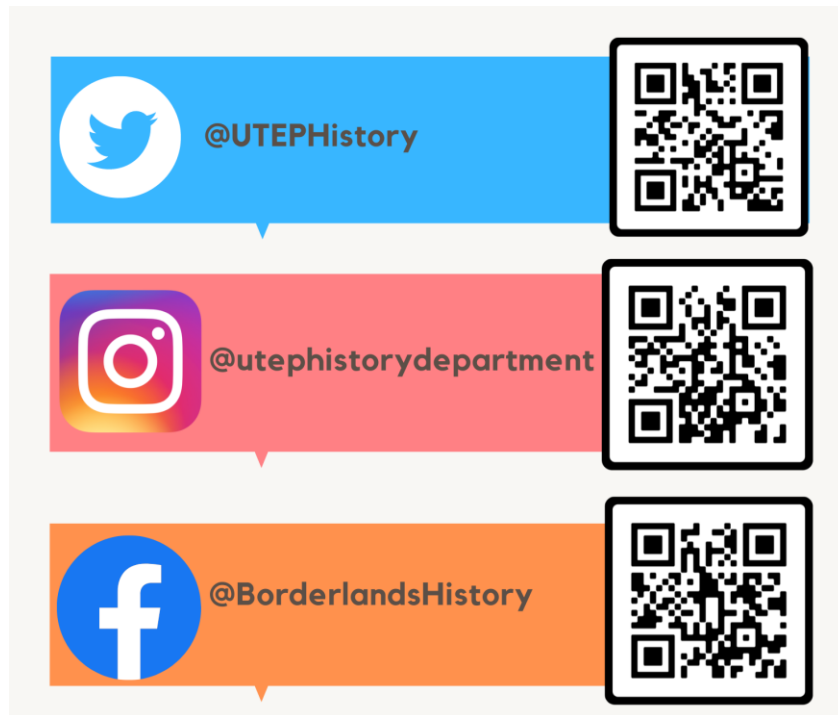
with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship for the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. If you believe you need such accommodations, contact the CASS at 915-747-5148, cass@utep.edu, or through their web page, <https://www.utep.edu/student-affairs/cass/>. Only CASS can evaluate the accommodations you might need.

HISTORY TUTORING CENTER (HTC): Students can visit the History Department's designated tutor to get help with their history course content, research, and writing assignments either in person in LART 334 or online. For more information, including the HTC's hours or to make an appointment for an online session, go to tinyurl.com/utep-htc.

FRANCES G. HARPER STUDENT HISTORY CONFERENCE: Several students from this course, along with students from other History 4325 classes, will be nominated to present their research papers at this annual conference for history undergraduates, which will be held at the end of the fall semester. Papers will be selected for their quality, based on the same criteria to be used in grading them: depth and creativity of research, clarity of argument and presentation, and originality. The best papers from the conference will win cash awards and all attendees will receive a light breakfast and lunch. All class members are expected to attend at least one session. More information on the conference will be made available during the semester.

COMMUNICATION: You may email me at any time at my UTEP email address, sbrunk@utep.edu, which I check frequently (though not late at night). Be sure to use your UTEP email account when you do so. I will generally reply quickly, but if you do not receive a reply in 24 hours, please email me again in case I somehow didn't receive the first one. I will often communicate with the class through the Announcement tool on Blackboard, so you should check there frequently for updates and reminders, though those announcements will also come to your UTEP email address, which you should also check frequently for important information.

Please also follow the History Department via the following social media:



REQUIRED READINGS:

Zachary Schrag, *The Princeton Guide to Historical Research*

Gilbert Joseph and Jurgen Buchenau, *Mexico's Once and Future Revolution: Social Upheaval and the Challenge of Rule since the Late Nineteenth Century*

John Reed, *Insurgent Mexico*

Mary Kay Vaughan, "Women School Teachers in the Mexican Revolution: The Story of Reyna's Braids," *Journal of Women's History* 2 (1990): 143-168

Gabriela Cano, "Unconcealable Realities of Desire: Amelio Robles's (Transgender) Masculinity in the Mexican Revolution," from *Sex in Revolution: Gender, Politics, and Power in Modern Mexico*, ed. Jocelyn Olcott, Mary Kay Vaughan, and Gabriela Cano (2006)

Benjamin T. Smith, "The Paradoxes of the Public Sphere: Journalism, Gender, and Corruption in Mexico, 1940-1970," *Journal of Social History* 52 (2019)

CLASS SCHEDULE

Jan 16 Review of Syllabus and Introductions

18 Tour of library archival and microfilm resources with Claudia Rivers (meet at 1:30 in McNeeley Room, sixth floor of library)
READING: Schrag, pp. 1-35

23 Library discussion of microfilm collections and databases with Jennifer Urban-Flores (meet at 1:30 in library classroom 204A).
READING: Schrag, pp. 172-207

- 25 READING: Joseph and Buchenau, pp. ix-85
DUE: Readings Questions, Jan. 24 at noon
- 30 READING: Joseph and Buchenau, pp. 86-139
DUE: Readings Questions, Jan. 29 at noon
DUE: First Research Exercise
- Feb 1 Primary Source Analysis
READING: Schrag, 39-51, 65-90
DUE: List of Possible Research Topics
- 6 READING: Joseph and Buchenau, pp. 141-215
DUE: Readings Questions, Feb. 5 at noon
- 8 Primary Source Analysis
READING: Schrag, 101-171
DUE: Annotated List of Primary Sources
- 13 Primary Source Analysis
READING: Schrag, 90-99
DUE: Second Research Exercise
- 15 READING: *Insurgent Mexico* to page 148
DUE: Readings Questions, Feb. 14 at noon
- 20 Discussion of Projects with Peers
READING: Schrag, 227-242
DUE: Annotated List of Secondary Sources and Discussion of Historiographical Issues
- 22 READING: Finish Reed
DUE: Readings Questions, Feb. 21 at noon
- 27 READING: Vaughan
DUE: Motivate, Situate, Evidence, Illustrate assignment
- 29 Initial Presentations of Topics, Sources, and Theses
READING: Schrag, 54-64
DUE: Research Theses or Questions
- Mar 5 READING: Cano, Schrag, 276-308
DUE: Readings Questions, March 4 at noon
- Mar 7 READING: Smith; Schrag, 341-376
DUE: Readings Questions, March 6 at noon
DUE: Outline of Research Paper

SPRING BREAK

19 Meetings with Individual Students; Individual Work on Projects
DUE: Prospectus (graded)

21 Meetings with Individual Students; Individual Work on Projects

26 Meetings with Individual Students; Individual Work on Projects

28 Discussion of Projects with Peers

Apr 2 Meetings with Individual Students; Individual Work on Projects

4 Meetings with Individual Students; Individual Work on Projects

9 Editing, Formatting, and Citing; Peer Editing Session
DUE: Draft, First Five Pages of Research Paper

11 Preparing Presentations; Discussion of Peer Editing Process
DUE: Peer Reviews of Drafts of First Five Pages

16 Peer Editing Session
DUE: Full First Draft of Research Paper

18 Presentations
DUE: Peer Reviews of First Drafts

23 Presentations

25 Presentations

30 Presentations

May 2 Presentations

9 **DUE: Final Paper, 5:00 p.m.**