

History 5309: Studies in Latin American History

Modern Mexico

Spring 2021

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Virtual Office Hours: T 10:30-12:00; W 12:00-1:30; and by appointment (You can find the link to the office hours on the left-hand navigation menu in Blackboard).

COURSE DESCRIPTION AND OBJECTIVES: This is an online course, but one that will meet weekly at the scheduled, Thursday afternoon, class time. Its primary aim is to acquaint students with some of the basic works and issues of the historiography of twentieth-century Mexico. At the center of that historiography is the Mexican Revolution and the ways in which it has shaped subsequent Mexican history. Students in this course will read works on the “epic revolution”—the fighting stage—from 1910-1920; on the revolution’s subsequent institutionalization; on the “Mexican miracle,” which was essentially Mexico’s industrial revolution, after 1940; and on the infamous massacre at Tlatelolco in 1968 and the challenges that followed it. In the process, we will look at general political, social, economic, cultural, and environmental trends, as well as specific topics.

GRADING: Final grades will be based on five written assignments and class participation. The first four written assignments will be essays on weekly readings. Each week I will distribute a question about the following week’s readings. Students may choose whether or not to answer that question for any given week, but **must answer a total of four questions during the semester** in essays of at least 2000 words. Each of these weekly papers will focus on that particular week’s readings, but you will also be expected to incorporate relevant material from earlier readings and class discussions (and questions will often directly ask you to do so). In other words, these papers will become more challenging as the weeks go by. These weekly papers should be emailed to me as attachments by the start of class on the day for which the readings are assigned; they will be returned the following week.

The last written assignment is a final paper of about 3000 words in which you will answer a question or questions that will require you to synthesize the material covered during the semester.

Expectations for class participation will include leading one class discussion sometime during the course of the semester.

Grades will be calculated as follows:

Weekly papers	60% (15% each)
Final paper	20%
Participation:	20%

TECHNOLOGICAL ISSUES: You will need regular access to a computer, stable and consistent internet service, Blackboard, and your UTEP email account for this class. Mozilla

Firefox and Google Chrome are the most supported browsers for Blackboard. Chrome may be best. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) or call 747-4357. They are trained specifically in assisting with technological needs of students.

I hope you will not need to come to campus for this class, but the UTEP Library 2nd floor computer lab is open weekdays 7am-8pm and weekends 9am-6pm. Face masks and social distancing will be enforced, and you must complete the self-screening process—see the section on coronavirus below--every day if you are coming on to campus.

COMMUNICATION: Please email me at my regular email address, sbrunk@utep.edu, which seems to work better than Blackboard course messaging. I will generally reply quickly, but if you don't receive a reply in 24 hours please email me again in case I somehow didn't receive the first one. I will sometimes 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.

I will hold Virtual Office Hours on Tuesdays from 10:30-12:00 and Wednesdays from 12:00-1:30. To join a Virtual Office Hour, click on "Virtual Office Hours" in the left hand menu. I am also happy to meet with you at other times; just email me to set something up.

CORONAVIRUS: UTEP's COVID-19 student training can be found at [this site](#). You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](#). If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](#)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present.

As with any other comparable issue (see the section on student responsibilities below) please contact me as soon as possible if temporary accommodations due to COVID-19 are needed

RECORDING OF CLASS SESSIONS: I may record class sessions for use by students enrolled in this class. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the class and only for educational purposes. Course recordings should not be shared outside of the class in any form without express permission.

STUDENT RESPONSIBILITIES: You are expected to attend class (and to be there on time). This is especially essential in graduate courses, and class participation grades are naturally tied, in part, to attendance. Students who miss a class period for any reason will be required to write an additional paper of at least 1500 words, due the following week, summarizing the main points of the missed week's reading (this will be in addition to the four weekly papers described above, and you may not turn in one of those four papers for a week in which you do not attend class). It is your responsibility to speak to me about that additional assignment and any handouts or general instructions you might have missed. Students are also responsible for turning in assignments on time. Weekly papers will be accepted late only under extraordinary circumstances; late final papers will be penalized.

ACADEMIC HONESTY: Plagiarism is the use of the ideas, information, or words of another author without giving proper credit to your source. You are responsible for citing your sources 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. All suspected incidences of academic dishonesty will be referred immediately 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 <http://sa.utep.edu/osccr/academic-integrity/>.

STUDENTS WITH DISABILITIES: If you have a disability and need classroom accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or <https://www.utep.edu/student-affairs/cass/>. CASS Staff are the only individuals who can validate and, if need be, authorize accommodations for students with disabilities.

REQUIRED READINGS: The readings are listed below. Some are on reserve in the library, but I recommend the purchase of most of the books, which are available at the bookstore and, less expensively, from online booksellers. Books by Colby Ristow, Susie Porter, Rick López, Thomas Rath, and Sandra Mendiola García are available electronically through the UTEP library catalog if you prefer to use them in that form. The three works of Alan Knight are available in a file on Blackboard.

Alan Knight, "Peasant and Caudillo in Revolutionary Mexico," from *Caudillo and Peasant in the Mexican Revolution*, ed. David Brading (1980)

Alan Knight, "Popular Culture and the Revolutionary State in Mexico, 1910-1940," from *Hispanic American Historical Review* 74:3 (1994)

<http://0-www.jstor.org.lib.utep.edu/stable/pdfplus/2517891.pdf?acceptTC=true>

Alan Knight, "Mexico, c. 1930-1946," from *The Cambridge History of Latin America*, ed. Leslie Bethell (1990)

Claudio Lomnitz, *The Return of Comrade Flores Magón*

Colby Ristow, *A Revolution Unfinished: The Chegomista Rebellion and the Limits of Revolutionary Democracy in Juchitán, Oaxaca*

Sarah Osten, *The Mexican Revolution's Wake: The Making of a Political System, 1920–1929*
 Susie Porter, *From Angel to Office Worker: Middle-Class Identity and Female Consciousness in Mexico, 1890–1950*
 Mary Kay Vaughan, *Cultural Politics in Revolution: Teachers, Peasants, and Schools in Mexico, 1930-1940*
 Tore Olsson, *Agrarian Crossings: Reformers and the Remaking of the U.S. and Mexican Countryside (199 pp)*
 Thomas Rath, *Myths of Demilitarization in Postrevolutionary Mexico, 1920-1960*
 Rick López, *Crafting Mexico: Intellectuals, Artisans, and the State after the Revolution*
 Tanalis Padilla, *Rural Resistance in the Land of Zapata: The Jaramillista Movement and the Myth of the Pax-Priísta, 1940–1962*
 Jaime Pensado, *Rebel Mexico: Student Unrest and Authoritarian Political Culture During the Long Sixties*
 Sandra C. Mendiola García, *Street Democracy: Vendors, Violence, and Public Space in Late Twentieth-Century Mexico*

For solid undergraduate-level surveys of Mexican history that may be helpful to those of you with little background on the subject of this class, refer to Michael Meyer, Susan Deeds, and William Sherman, *The Course of Mexican History* (any edition will do) and/or Gilbert Joseph and Jurgen Buchenau, *Mexico's One and Future Revolution*. Copies of both are on reserve, but the latter is under Hist. 3350.

Course Schedule

Jan 21 Introductory Remarks and Course Organization

Jan 28 Revolution: Origins and Borderlands Elements

READING: Lomnitz, *The Return of Comrade Flores Magón*, pp. xi-283.

Feb 4 The Revolution: Origins, Motives, and General Nature

READING: Lomnitz, *The Return of Comrade Flores Magón*, pp. 286-526; Knight, “Peasant and Caudillo”

Feb 11 Politics and Revolution in the South

READING: Ristow, *A Revolution Unfinished*

Feb 18 Revolutionary Politics and Culture

READING: Osten, *The Mexican Revolution's Wake*, through p. 131; Alan Knight, “Popular Culture and the Revolutionary State”

Feb 25 Building the Revolutionary State

READING: Osten, *The Mexican Revolution's Wake*, p. 132 to end; Alan Knight, “Mexico, c. 1930-1946,”

- Mar 4 Gender and Revolution
READING: Porter, *From Angel to Office Worker*
- Mar 11 Education in the Countryside
READING: Vaughan, *Cultural Politics in Revolution*
- Mar 18 **SPRING BREAK**
- Mar 25 Transnational Agrarianism
READING: Olsson, *Agrarian Crossings*
- Apr 1 The Military in the Institutionalizing Revolution
READING: Rath, *Myths of Demilitarization*
- Apr 8 Indians, Artisans, and State Building
READING: López, *Crafting Mexico*, to p. 150
- Apr 15 More Indians, Artisans, and State Building
READING: López, *Crafting Mexico*, 151 to end
- Apr 22 Rural Resistance to the Revolutionary State
READING: Padilla, *Rural Resistance in the Land of Zapata*
- Apr 29 Urban Resistance and Tlatelolco
READING: Pensado, *Rebel Mexico*
- May 6 Economics, Politics, and Space Post-Tlatelolco
READING: Mendiola García, *Street Democracy*
- May 13, 5:00 p.m., Final Paper Due