

REVOLUTIONARY MEXICO:

A History of Social Conflict in the Twentieth Century

Fall 2018, Winthrop University

Instructor Information

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General Information

HIST 560-001: History of Mexico
CRN 15003; 3 credit hours
Class Meeting: MW 5-6:15p, Owens G05

Description

This course is a study of how power works in twentieth and twenty-first century Mexico. Aside the Russian, Chinese, and Cuban Revolutions, the Mexican Revolution marks a major turning point in social power in recent world history.

Is the Revolution dead? In the past three decades, political reformers and supporters of neoliberalism have chipped away at the institutions and ideals established in the Mexican Revolution. Other popular forces, however, have clung to and defended many of the fundamental social demands and principles negotiated through the massive and violent upheaval begun in the 1910s. Did the Revolution establish broad and irreversible expectations for access to land and labor protections, local autonomy and political democracy, social investments and rejection of liberal doctrine? Or, is the force of globalization and neoliberalism an unstoppable juggernaut of modernization? Understanding the Mexican Revolution—its meanings, myths, mutations, and legacies—is essential for explaining the context of current conflicts and events.

The course will focus on themes and developments evident from ca. 1900 to present: social class conflict and capitalist development; peasant struggles and land reform; industrial workers and labor mobilization; political intelligence and state formation; gender and race constructions; and regionalism. Two historical moments establish reference points for engaging these themes: the 1910 Revolution and the social conflicts beginning in the 1980s.

University Competencies

Competency 1: Winthrop graduates think critically and solve problems. Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 2: Winthrop graduates are personally and socially responsible. Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live. Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency 4: Winthrop graduates communicate effectively. Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts - including but not limited to written, oral, and visual presentations - that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Student Learning Outcomes and General Education Goals

Expected learning outcomes for this course include an advanced ability to process and express complex historical ideas, an expanded and deepened understanding of Mexican history in an international context, a broadened familiarity with different approaches to Mexican history and to concepts of “revolution,” and a stronger critical analysis of relevant political and cultural issues.

These outcomes are connected directly to both the mission of the History program and the University Level Competencies (ULCs). In particular, the course contributes most directly to undergraduate History goals of improved written and oral communication skills (Student Learning Outcome 1); expanded ability to conduct independent research (SLO3); and critical understanding of history outside the United States (SLO 5). The course also contributes to Winthrop’s University -Level Competencies (ULCs) and is connected most directly to ULC 1: Winthrop graduates think critically and solve problems; ULC 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live; and ULC 4: Winthrop graduates communicate effectively.

This course fulfills undergraduate General Education requirements for Global Perspective and Historical Perspective. See full description below. This course also contributes to global learning in all assignments and activities.

General Education goals. This course fulfills the historical perspective and global perspective requirements of the general education curriculum. Students in this course are expected to achieve the following learning objectives related to the historical perspective component:

1.1.1 Read, write and speak standard English on historical topics

1.2.1 Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages

1.3.1 Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competencies appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments

3.1.1 Identify sound and unsound historical reasoning

4.0.1 Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus

4.0.2 Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another

4.0.3 Demonstrate an understanding of how historical change occurs and what causes it

4.0.4 Articulate a philosophy of history or be able to use the “tools” of historiographical study and research

4.1.1 Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed

4.2.1 Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience

4.3.1 Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures

4.3.2 Identify the root causes of historical change or conflict and articulate methods of conflict resolution.

4.3.3 Demonstrate recognition of historical causes for present realities

4.3.3 Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities

- 6.0.1 Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines
- 6.0.2 Demonstrate understanding of the relationships among various art forms within their socio-historical contexts
- 6.0.3 Critically evaluate the connections between the arts and society

And these goals related to the global perspective component:

1. To expose students to multiple perspectives such as the influences of economic, historical, political, social, and cultural forces in the development and functioning of the world
2. To study the effects of such forces on particular countries, cultures, and geographic regions
3. To apply critical thinking and analytical skills
4. To recognize human diversity (both past and present)

Course Materials

Required Texts

Gilbert M. Joseph and Jürgen Buchenau. *Mexico's Once and Future Revolution*. Durham: Duke University Press, 2013. ISBN: 978-0-8223-5532-8

Gilbert M. Joseph and Timothy J. Henderson, Eds. *The Mexico Reader: History, Culture, Politics*. Durham: Duke University Press, 2002. ISBN: 08223-3042-3

Renata Keller. *Mexico's Cold War: Cuba, the United States, and the Legacy of the Mexican Revolution*. Reprint Ed. Cambridge: Cambridge University Press, 2017. ISBN: 978-1107438859

Additional articles, book chapters, and documents are assigned and available on Blackboard.

Course Policies

Attendance Policy

Perfect attendance is expected. All absences will be noted. Missing discussions of readings is especially harmful to one's grade.

Grades

Grading for undergraduate credit: Thought papers: 20% (2x10% each); expanded thought paper: 20%; midterm: 15%; final exam: 25%; discussion: 20%. All assignments must be completed to receive credit for the course. Pluses and minuses will be used in assessing final undergraduate letter grades.

Grading for graduate credit: Thought papers: 20% (2x10% each); expanded thought paper: 25%; midterm: 15%; final exam: 20%; discussion: 20%. All assignments must be completed to receive credit for the course. Pluses and minuses will be used in assessing final graduate letter grades.

Student Code of Conduct

Honesty and original thought are essential to your education and to our learning community at Winthrop University. The University Student Handbook states: "A fundamental tenet of all institutions of higher learning is academic honesty. Academic work must depend upon respect for and acknowledgment of the research and ideas of others. Misrepresentation of someone else's work as one's own is a most serious offense in any academic setting. Academic misconduct in any form cannot be condoned." <https://www.winthrop.edu/academicintegrity/>

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the [online Student Handbook](#).

Do not plagiarize. Review the "Correct Use of Borrowed Information" before submitting your assignments. In sum, plagiarism or any form of cheating or dishonesty are contrary to our collective goals and will be reported and not tolerated in this course.

Students with Disabilities/Need of Accommodations for Access

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

Syllabus Change Policy

If the instructor determines a need to modify any of the policies, events, or other items on this syllabus, all changes will be discussed and announced during class. All students are responsible for knowing these changes, regardless of attendance. The online version of the syllabus will be updated.

Course Assignments and Assessments

All course assignments are developed to promote and measure the specific goals and outcomes noted above. There are three course requirements: class participation, examinations, and papers.

Class participation

Class participation means contributing your presence, thoughts, and voice to weekly discussions. To participate effectively requires that you keep up with readings and lectures, think about the issues posed by the materials of each week, and volunteer for occasional assignments announced in class. Each student will be asked to lead or co-lead discussions of the readings. You also will be required to turn in occasional short written assignments in preparation for particular discussions. Quizzes on assigned reading materials, if necessary, also may be included in this category. Perfect attendance is expected. All absences will be noted. Missing discussions of readings is especially harmful to one's mark.

Examinations

The two examinations (a midterm covering Weeks 1-6 and a final covering the entire semester) will emphasize analysis and interpretation rather than memory of isolated facts and detail. A solid grounding in the evidence, however, is a necessary condition for writing a compelling analysis or interpretation. Midterm: 8 October; Final: 8 December

Papers

Students also must write three essays. The first two thought papers, each about 5-6 pages (ca. 1300-1500 words, typed, double-spaced), do not necessarily entail extra reading or research, but rather a careful and critical analysis of assigned material. Your task is to use assigned readings as a starting point for a thought paper in which you explore an issue or issues suggested to you in the combination of that reading and related discussions and lectures.

For students seeking undergraduate credit, the third of these essays is an expanded thought paper, about 9-11 pages (ca. 2300-2800 words), that again allows you to define your own focus, but this time by drawing from at least one assigned reading as well as at least one book-length source not assigned to the whole class. This assignment requires some independent research.

For students seeking graduate credit, the third essay is an expanded thought paper, about 15-18 pages (3800-4500 words), drawing from at least two assigned readings as well as at least three book-length sources not assigned to the whole class. This assignment requires some independent research.

Essay assignment details will be shared in class. Essay due dates: 21 September, 26 October, 16 November

Please note that both *The Mexico Reader* and *Mexico's Once and Future Revolution* offer excellent suggestions for further reading. I will refer to additional readings in class and am pleased to discuss particular interests and readings with you individually.

Schedule of classes

Week 1: Getting Started

- 20 August "Revolutionary" Mexico
22 August Conquest and Colonial Mexico: Race, Gender, Resistance
READING: *Once and Future*, Introduction;
Mexico Reader, Ch. 1, esp. Introduction to "The Search for 'Lo Mexicano'" (9-10); J. Poinsett, "The Mexican Character" (11-14); O. Paz, "The Sons of La Malinche" (20-27); A. Guillermprieto, "Mexico City 1992" (41-52)

Week 2: Making Mexico

- 27 August Colonial Contradictions
READING: *Mexico Reader*, Ch. 3, esp. Introduction to "Conquest and Colony" (95-96); Fray J. De Mendieta, "The Spiritual Conquest" (114-121); E. Florescano, "The Colonial Latifundio" (131-140); Sor Juana, "On Men's Hypocrisy" (156-159)
29 August Independence: Competing Visions of Mexico
READING: *Once and Future*, Ch. 1;
Mexico Reader, Ch. 4, esp. Introduction to "Trials of the Young Republic" (169-170); J. M. Morelos, "Sentiments of the Nation" (189-191); A. Iturbide, "Plan of Iguala" (192-195); F. Calderón de la Barca, "Women and War in Mexico" (196-205)

Week 3: Limits of Liberalism

- 3 September Labor Day. No class.
5 September Liberal Utopia
READING: *Once and Future*, Ch. 2;
Mexico Reader, Ch. 4, esp. L. González y González, "Liberals and the Land" (239-251); B. Juárez, "The Triumph of the Republic" (270-272)

Week 4: Dictatorship and Revolution

- 10 September Liberal Dictatorship
READING: *Mexico Reader*, Ch. 4, esp. C. Arnold & F. Frost, "Porfirio Díaz Visits Yucatán" (273-278); B. Traven, "Scenes from a Lumber Camp" (279-284); J. Creelman, "President Díaz, Hero of the Americas" (285-291); "Gift of the Skeletons" (292-296); J. Mraz, "Mexican History in Photographs" (297-331)
12 September Long View of the Revolution, 1910-1946
READING: *Once and Future*, Ch. 3 & 4

Week 5: Revolution & Revolutionaries

- 17 September Long View (cont)
READING: *Once and Future*, Ch. 3 & 4 (cont)
19 September Revolutionaries: Agrarians
READING: *Mexico Reader*, Ch. 5, esp. Introduction to "Revolution" (333-334); R. Flores Magón, "Land and Liberty" (335-338); E. Zapata et al, "Plan of Ayala" (339-343); L. Cabrera, "The Restoration of the Ejido" (344-350); M.L. Guzmán, "Zapatistas in the Palace" (351-356); J. Reed, "Pancho Villa" (364-371); O. Lewis, "Pedro Martínez" (375-386)

21 September: FIRST ESSAY DUE BY 5 PM

Week 6: Revolutionaries

- 24 September Revolutionaries: Workers and Tenants
READING: *Once and Future*, Ch. 5;
A. Wood, "Urban Rebels: The Mexican Tenant Movement in the 1920s" in Buchenau & Crider (Eds.), *México: 1810-1910-2010, The Latin Americanist* (TLA) 54:4 (Dec 2010), 121-142;
S. Gauss, "Working-Class Masculinity and the Rationalized Sex: Gender and Industrial Modernization in the Textile Industry in Postrevolutionary Puebla" in J. Olcott, M.K. Vaughan, and G. Cano (eds.), *Sex in Revolution: Gender, Politics, and Power in Modern Mexico* (Durham: Duke University Press, 2006), 181-196
26 September Revolutionaries: Artists and Intellectuals
READING: C. Paquette, "'Revolutionary' Ideologies and Discursive Struggle: Diego Rivera's 1934 Mural Commission at the Palace of Fine Arts" in Buchenau & Crider (TLA) 54:4, 143-162

Week 7: More Revolutionaries

- 1 October Revolutionaries: Women
READING: C. Monsiváis, “When Gender Can’t Be Seen amid the Symbols: Women and the Mexican Revolution” in Olcott et al, 1-20;
J. Olcott, “The Center Cannot Hold: Women on Mexico’s Popular Front” in Olcott et al, 223-240
- 3 October Revolutionaries: Institutionalists
READING: *Once and Future*, Ch. 6;
Mexico Reader, Ch. 5, esp. “The Constitution of 1917: Articles 27 and 123” (398-402); R. Evans, “An Agrarian Encounter” (403-405); Anonymous, “The Socialist ABCs” (411-417); P. E. Calles, “Mexico Must Become a Nation of Institutions and Laws” (421-425); C. Fuentes, “The Formation of the Single-Party State” (426-427); Joseph & Wells, “The Rough and Tumble Career of Pedro Crespo” (428-438); F. Benítez, “The Agrarian Reform in La Laguna” (445-451); J. Daniels, “The Oil Expropriation” (452-455); A. Anguiano, “Cárdenas and the Masses” (456-460)

Week 8: Assessing the Revolution

- 8 October **MIDTERM EXAM**
- 10 October Conflicting Perspectives
READING: A. Knight, “Subalterns, Signifiers and Statistics: Perspectives on Mexican Historiography,” *Latin American Research Review* 3:2 (2002);
C. Lomnitz, “Final Reflections: What Was Mexico’s Cultural Revolution?” in M. K. Vaughan & S. Lewis (eds.), *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1910-1940* (Durham: Duke University Press, 2006), 335-349

Week 9: Looking Back at the Revolution

- 15 October Fall Break. No class
- 17 October New Ways of Reading the Revolution
READING: M. K. Vaughan, “Pancho Villa, the Daughters of Mary, and the Modern Woman: Gender in the Long Mexican Revolution” in Olcott et al, 21-32;
S. Mitchell, “Introduction” in S. Mitchell & P. Schell (eds.) *The Women’s Revolution in Mexico, 1910-1953*, 1-14

Week 10: Return of Dictatorship?

- 22 October The “Perfect Dictatorship”
READING: *Once and Future*, Ch. 7
- 24 October Death of the Revolution?
READING: *Mexico Reader*, Ch. 6, esp. Introduction to “The Perils of Modernity” (461-463); J. Rulfo, “They Gave us the Land” (465-469); D. Cosío Villegas, “Mexico’s Crisis” (470-481); A. Sackett, “Two Faces of Acapulco during the Golden Age” (500-510); J. Simon, “The Sinking City” (520-535)

26 October: SECOND ESSAY DUE BY 5 PM

Week 11: Revolutionary Mexico in the Cold War

- 29 October Cuban Revolution & Cold War in the Americas
READING: *Mexico’s Cold War*, part one
- 31 October Mexico in Regional Context
READING: *Mexico’s Cold War*, part two

Week 12: Constructing and Challenging the One-Party State

- 5 November Broader Challenges to the State
READING: *Mexico’s Cold War*, conclusion;
Mexico Reader, Ch. 7, esp. Introduction to “From the Ruins” (553-554); E. Poniatowska, “The Student Movement of 1968” (555-569); Victims’ Coordinating Council, “After the Earthquake” (579-590); Anonymous, “Letters to Cuauhtémoc Cárdenas” (591-597); R. Martínez, “Corazón del Rocanrol” (598-611)
- 7 November Embers of Revolution
READING: *Once and Future*, Ch. 8

Week 13: The One-Party State

- 12 November Return of Liberal Doctrine and Practice
READING: L. Meyer, “The Second Coming of Mexican Liberalism: A Comparative Perspective” in E. Servín, L. Reina & J. Tutino (eds.), *Cycles of Conflict, Centuries of Change: Crisis, reform, and Revolution in Mexico* (Durham: Duke University Press, 2007), 271-304
- 14 November Responses to Neoliberalism: The New Zapatistas

READING: *Mexico Reader*, Ch. 7, esp. Zapatista Army of National Liberation, "EZLN Demands" (638-645); Subcomandante Marcos, "The Long Journey from Despair to Hope" (646-654); M. Peres Tsu, "A Tzotzil Chronicle of the Zapatista Uprising" (655-669); H. Williams, "Debtors' Revenge: The Barzón Movement's Struggle against Neoliberalism" (670-683); W. Cornelius, "Mexicans Would Not Be Bought, Coerced" (684-686)

16 November: EXTENDED THOUGHT ESSAY DUE BY 5 PM

Week 14: A New Revolutionary Impulse

19 November Interviewing Subcomandante Marcos
21 November Thanksgiving recess. No class

Week 15: Burning Issues of the Day

26 November Political Challenges in the Neoliberal Era
READING: *Once and Future*, Ch. 7
E. Servín, "Another Turn of the Screw: Toward a New Political Order" in Servín et al, 363-391;
S. Morris, "Continuity and Change in Mexican Politics: The Legacies of the Mexican Revolution" in
Buchenau & Crider (*TLA* 54:4), 183-199
28 November National Regeneration? MORENA, AMLO, and 2018
READING: TBA

Week 16: Mexico's Horizons and Globalization

3 December Return to Revolutionary Goals?
READING: TBA

Saturday, 8 December, 3:00-5:30p FINAL EXAM