

HISTORY (CRN 32230)/LALS (CRN 32233) 266 -- SPRING 2019
MEXICO SINCE 1850
TUESDAYS AND THURSDAYS, 5:00-6:15, 308 Burnham Hall
CLASS WEBSITE: <https://uic.blackboard.com/>

INSTRUCTORS:

Chris Boyer
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DROP-IN TIMES

Monday and Tuesday 10:00-11:00
Or email for appointment
901 University Hall

Friday 10:00-12:00
Or email for appointment
1031 University Hall

COURSE DESCRIPTION & GOALS:

This course provides an introduction into the social, cultural, and political history of Mexico from the decades after independence to the present. You will develop an understanding the people and events that have shaped modern Mexico and, more importantly, hone your ability to express your knowledge to others in a concise and compelling way. That won't happen simply by memorizing a bunch of facts. Instead, we will learn about the past in order to critically evaluate *why* things happened the way they did. We will do this in-class and by reading a history of the Mexican-American war, a novel, and a memoir, as well as documents written by the people who have made history in Mexico. You will learn how to interpret these sources and make sense of them through in-class discussions, essays and other media, building the skills that will not only enhance your understanding of the past (and present) but will develop your ability to express this knowledge to others in the form of blogs, papers, and even the writing of a "historical" newspaper. None of this is easy. You will need to spend between four and six hours working outside of class, and of course to attend class regularly. In exchange, you will develop new knowledge and new skills that will serve you well long after the class is over.

BOOKS REQUIRED FOR PURCHASE:

The following texts and equipment is required for this course. You can buy them online, or at the UIC Bookstore in Student Center East.

Peter Guardino, *The Dead March: A History of the Mexican American War*. Cambridge: Harvard University Press, 2017. **PLEASE NOTE: This book can be rented from Amazon**

Laura Esquivel, *Like Water for Chocolate*. New York: Anchor Books, 1992. **PLEASE NOTE: You are welcome to read the Spanish version (*Como agua para chocolate*) if you prefer.**

Reyna Grande, *The Distance Between Us: A Memoir*. New York: Washington Square Press, 2012.

REQUIREMENTS AND GRADING:

Papers (3)	45%	(15% each)
Newspaper Project	10%	
Quizzes	10%	
Take-Home Final Exam	20%	
Homework, In-Class and Online Participation	15%	

Papers: I will post paper assignments several days before they are due. Papers must be turned in **on Blackboard** by 7:00 p.m. on the days shown in the calendar. Please do not e-mail them or turn in hard copies to me or Mr. Rivera. Late papers can be turned in, but one full letter grade (10 points) will be deducted for each day (not each class session) that it is late. I do give 48-hour paper extensions for extenuating circumstances **but only once per semester and only if you contact me BEFORE the paper is due so we can discuss the situation**. Do not assume you can just e-mail me to tell me the paper will be late.

You may revise and resubmit the first or second paper (but not the third). A good revision will raise the grade one level (from a B to a B+, for example). An excellent revision will raise the grade one whole letter (from a B to an A or from an A- to an A with 1 point of extra credit, for example). Revisions are due one week after the paper is returned to you.

We are happy to read early drafts of papers, as long as you get it to us a few days before the due date. Another strategy is to run it by the [UIC Writing Center](#) before turning in the final draft. Be sure to schedule your visit there in advance if you are able.

Attendance and Participation: Attendance, active engagement, and an average of 100 pages of reading per week are all required for this course. You are responsible for coming to class prepared to discuss the assigned readings; the quality of your participation will be part of the final grade. We will also have a number of in-class quizzes, **some but not all of which** will be announced beforehand and can be found on the calendar below. They cannot be made up except in the case of a documented medical or family emergency or a university-recognized religious observance or required event.

We will take roll in the first five minutes of class. Anyone who is not present for these roll calls will be counted as absent. The final grade for this course is calculated on a 100 point scale; every absence **except the first one** will result in a 1 point deduction from your final score.

Absences can only be excused for required UIC events, [university-recognized religious holidays](#), and verifiable medical emergencies to you or your immediate family. If you have to miss a class and believe it should be excused, please contact me within a week of the absence so we can discuss it.

Blackboard: We make extensive use of the [Blackboard website](#) in this course. You are responsible for learning how to log into Blackboard and use its features, and you will need to make arrangements to access it to upload lecture notes, check your grades, and turn in writing assignments.

Extra Credit: You can earn extra credit by attending **up to two** UIC-sponsored events relating to history, Mexico, or Latin American and Latino Studies. I will announce most of these events in class or on Blackboard, but you can find most of them at the websites maintained by the [Department of History](#), the [Program in Latin American and Latino Studies](#) and the [Rafael Cintrón Ortiz Latino Cultural](#)

[Center](#). To get credit, you need to turning in a 1-page response paper in to your TA within a week of attending these events. Please note that if you want to attend two events during the semester, you must attend the first one before March 6.

You can also receive extra credit for adding a citation to a wikipedia entry where there is a [\[citation needed\]](#) marker, or by adding a new sentence (or more) to an existing entry. To count, the citation must be accepted and published by wikipedia. See me for how to do this and how to verify your work.

ACADEMIC HONESTY:

I encourage you to share your thoughts with each other both in and out of class as well as online. After all, the issues we will discuss have far more than merely "academic" value, so learn widely and teach others what you know! But for all graded materials for this course, I want you to develop your own skills. Please do your own work, think your own thoughts, and write your own words. It is fine to quote from books, articles, websites, and other texts in the papers and exams in this course but if you do, **be sure to acknowledge any use of someone else's words or ideas** by adding a footnote or some other form of reference mark. Failure to do so constitutes plagiarism, which the University defines as "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." I don't want to police anyone's written work, but consider this fair warning that I feel strongly about the issue of plagiarism, and the university has clear policies on academic integrity.

All assignments will be evaluated for plagiarism. Any assignment that appears to have been plagiarized will receive a grade of 0; a second instance of plagiarism will result in failure of the course and referral to the Vice Chancellor for Student Affairs.

Fortunately, it's not that hard to avoid plagiarism. Just enclose any words that you did not compose inside quotation marks and explain where you found any text (or images or whatever) that you include in your papers and other assignments. I will discuss all this in class, and you can buy a book such as [A Pocket Guide to Writing History](#), which is usually available at the UIC Bookstore, for further pointers. Questions? [Ask me!](#)

STUDENTS WITH SPECIAL REQUIREMENTS:

Students with disabilities who require accommodations for access and participation in this course must be registered with the [Disability Resource Center](#) (DRC). You can contact the DRC at (312) 413-2183.

ELECTRONIC DEVICE POLICY & SOLSTICE APP:

Laptops, tablets, and other mobile devices can only be used for class-related work such as note-taking. I will ask students who ignore this rule to put away their devices. However, I do ask that you bring an internet-enabled device to all Monday and Wednesday class sessions because we will occasionally use them to project images and documents. To do this, please download the Solstice App. You can find it on an app store or at <https://www.mersive.com/download/>

CLASS CALENDAR:

<u>Week 1</u>	Jan. 13	Introductions / The meaning of Mexico
	Jan. 15	Ancient Mexico <u>Reading Assignment:</u> Wikipedia “Pre-Columbian Mexico” (https://en.wikipedia.org/wiki/Pre-Columbian_Mexico) and “Aztecs” (https://en.wikipedia.org/wiki/Aztecs)
	Jan 17	Discussion Sections: Introductions <u>Reading Assignment:</u> <i>Death March</i> , 1-30 Bring 1 paragraph assessment of US-Mexico Relationship to Section
<u>Week 2</u>	Jan. 20	Martin Luther King Day – No Class
	Jan. 22	Conquest and Colony <u>Reading Assignment:</u> Wikipedia “Conquest of the Aztec Empire” (https://en.wikipedia.org/wiki/Spanish_conquest_of_the_Aztec_Empire) and “New Spain” (https://en.wikipedia.org/wiki/New_Spain) Bring a list of 2 strengths and 2 weaknesses of the wikipedia articles
	Jan. 24	Last day for Late Registration/Course Drop without W Discussion Sections: How to Read the Book <u>Reading Assignment:</u> <i>The Dead March</i> , pp. 31-123 Quiz 1
<u>Week 3</u>	Jan. 27	The Problem of Independence <u>Reading:</u> Wikipedia “Mexican War of Independence” (https://en.wikipedia.org/wiki/Mexican_War_of_Independence)
	Jan. 29	Problems of Nationhood: Caudillismo, Caste, Stability <u>Reading:</u> <i>The Dead March</i> , pp. 124-289 Post a comment on Blackboard discussion board before class begins
	Jan. 31	Discussion Sections: Colonial Heritage
<u>Week 4</u>	Feb. 3	Prep for Paper 1 <u>Reading Assignment:</u> <i>The Dead March</i> , 290-368
	Feb. 5	The US and Mexico – 19 th Century Quiz 2
	Feb. 7	Discussion Sections: Bring a hard copy of your paper to discussion sections

- Week 5
- Feb. 10 Juárez and La Reforma
Reading Assignment Wikipedia, “Benito Juárez”
(https://en.wikipedia.org/wiki/Benito_Juárez)
Submit paper 1 on Blackboard by 7:00 p.m.
- Feb. 12 Porfiriato, Part 1
Reading Assignment Wikipedia, “Porfiriato.”
(<https://en.wikipedia.org/wiki/Porfiriato>)
- Feb. 14 Organizing Newspaper Teams; Looking at Primary Sources
- Week 6
- Feb. 17 The Porfiriato, Part 2
Reading Assignment: Week 6 Packet.
- Feb 19 Historia Pátria/The Porfiriato and the Meaning of History
- Feb. 21 Working on Newspapers
Newspapers due on BB by noon, Monday, Jan 24
- Week 7
- Feb 24 The Revolution part 1
Reading Assignment: Wikipedia, “The Mexican Revolution”
(https://en.wikipedia.org/wiki/Mexican_Revolution).
Quiz 3
- Feb. 26 How to think about revolutions?
Assignment: Bring an iconic image (painting, photograph, or other) of a major revolution other than Mexico’s (US, French, Haitian, Russian, Cuban, Chinese, Vietnamese, Nicaraguan, Iranian, or other) to discuss in class.
- Feb. 28 Newspaper Presentations
Reading: Newspapers, as assigned
- Week 8
- March 2 How to read for Historical Metaphor
Reading Assignment: *Like Water for Chocolate*, First Half
Provide a 1 paragraph analysis of Mama Elena on Blackboard
- March 4 ONLINE/CLASS DOES NOT MEET: Watch Parts 1-3 of Los últimos zapatistas/The Last Zapatistas on Youtube: <https://youtu.be/HnuaEawHiJY>, and **upload a 1 paragraph response on Blackboard**
- March 6 The Myth of the Revolution?

- Week 9
- March 9 The Revolution What Changed?
 Reading: *Like Water for Chocolate*, Second Half
- March 11 ONLINE/CLASS DOES NOT MEET: Blackboard Lecture about Murals and Memory and **upload a 1 paragraph response on Blackboard**
- March 13 Peer-Reviews of Papers
Bring Papers to Discussion Sections
- Week 10
- March 16 Cardenismo
 Reading: Wikipedia, "Lázaro Cárdenas"
 (https://en.wikipedia.org/wiki/L%C3%A1zaro_C%C3%A1rdenas)
Papers Due on Blackboard by 7:00 p.m.
- March 18 Prep for Debates
 Reading: Week 10 Packet
- March 20 Debates: Did The Revolution Change Anything?
Last Day for Late Drop (all classes)

Spring Break, March 23-27

- Week 11
- March 30 Crony Capitalism/ La ley de Herodes
- April 1 The Mexican Miracle
 Reading: Wikipedia, "The Mexican Miracle."
 (https://en.wikipedia.org/wiki/Mexican_miracle)
Quiz 4
- April 3 Pros and Cons of ISI
- Week 12
- April 6 Food, Agriculture, and Rural Life
 Reading: Week 12 Packet (Blackboard)
- April 8 Neoliberalism
Post a comment on the Blackboard discussion board by 10:00 p.m.
- April 10 Other explanations for inequality

<u>Week 13</u>	April 13	Politics in 21 st Century Mexico <u>Reading:</u> <i>The Distance Between Us</i> , 1-159
	April 15	Narcopolitics <u>Reading:</u> Week 13 Packet Quiz 5
	April 17	How to respond?
<u>Week 14</u>	April 20	Transnational Mexico <u>Reading:</u> <i>The Distance Between Us</i> , 163-322
	April 22	Environmentalism
	April 24	Peer Review Bring a hard copy of your paper to Class;
<u>Week 15</u>	April 27	Mexico in the age of López Obrador and Red Shoe protests <u>Reading:</u> Week 15 Packet (on Blackboard) Papers Due on Blackboard by 7:00 p.m.
	April 29	Your thoughts about Mexico... Bring in an image that you believe reflects Mexico today.
	May 1	Prep for the Final Exam

FINAL EXAM: Tuesday, May 5 10:30-12:30 on Blackboard (subject to change by Registrar)