

HIST 266 (CRN: 45089) / LALS 266 (CRN: 45090): Modern Mexico

Fredy González, [fgonzale@uic.edu](mailto:fgonzale@uic.edu)

Paúl Ribera, [priber2@uic.edu](mailto:priber2@uic.edu)

### Course Goals and Objectives

This course will give a broad overview of the challenges that Mexico faced after independence and provide the historical context for the country's present-day struggles. It will understand how Mexico has been affected by migration to and contact with the United States, while also understanding the cultural impact from Europe, Africa, and Asia. Finally, the course will address Mexico's incredible cultural diversity throughout the 19th and 20th centuries.

### **COURSE MATERIALS**

#### **Required Texts**

You are required to buy one book or obtain it from the library: Ana Minian's *Undocumented Lives* (Harvard University Press, 2018). All other required materials are on Blackboard.

Additionally, you are **highly encouraged** to purchase a textbook on the history of modern Mexico or get one from the library in case you fall behind or get confused. Options include:

Deeds, Meyer, and Sherman, *The Course of Mexican History*

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

Beezley and MacLachlan, *Mexico's Crucial Century, 1810-1910 AND Mexicans in Revolution, 1910-1946*

Brian R. Hamnett, *A Concise History of Mexico* (This book is online at: <https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=201518>)

If you want to buy something else, check with me first.

### **COURSE POLICIES**

#### **Policy for Missed or Late Work**

All students will be able to use one seven-day extension for any one assignment. Otherwise, no extensions will be given. Assignments that are not visible (i.e. wrong or corrupted file, blank document, corrupted hard drive, etc.) are considered not turned in and thus late – it is the student's responsibility to make sure assignments are visible. Late assignments will be penalized 6.6% for every twenty-four hours they are late.

#### **Electronic Communication**

I will try to respond to email within 24 to 48 hours but am unlikely to respond during the evenings or on the weekend. If time has passed and you haven't received a response, please follow up.

### **Academic Integrity Policy**

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<https://dos.uic.edu/wp-content/uploads/sites/262/2018/10/DOS-Student-Disciplinary-Policy-2018-2019-FINAL.pdf>

Make sure to put all quotes from another source in “quotes” and to cite the source of any ideas that are not your own. Historians use Chicago style, but I am not picky in this class as long as it is clear and consistent. Keep in mind that book titles should appear in underline or *italics* while chapter titles and article titles should be in “quotes.”

### **RELIGIOUS HOLIDAYS**

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

<https://oae.uic.edu/religious-calendar/>

### **ACADEMIC DEADLINES**

As they apply to 15-week terms or summer sessions, see

[https://registrar.uic.edu/registration/policies\\_procedures.html](https://registrar.uic.edu/registration/policies_procedures.html)

### **DISABILITY ACCOMMODATION**

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following:

<http://drc.uic.edu/guide-to-accommodations>.

## **COURSE REQUIREMENTS, METHODS OF EVALUATION, & GRADING POLICIES**

The final grade for this course will depend on course attendance and participation (10%) and four short essays (22.5% each).

*Reading:* You will be assigned reading on Mondays and Wednesdays. As you're doing the reading, **take good notes**, including jotting down important passages and page numbers in the text. Don't simply underline or circle the text. Taking good notes will help you with the papers (below).

*Participation:* The course will consist of asynchronous content delivery on Mondays and Wednesdays (which may include watching a short lecture or video clip) and, for most people, in-person discussion sections on Fridays.

Active participation and engagement will be measured in one of two ways.

- 1) Taking part in synchronous online discussion on the materials via Zoom (Fridays 1-1:50 PM or 2-2:50 PM). This option requires that you turn on your camera (you of course may turn on a virtual background), are fully engaged (not visibly doing something else) and respond to the questions posed by your TA and other classmates. This will help create a sense of community critical to learning the material. Merely logging on and not engaging in discussion will not earn any points. One absence will be excused, all others (except emergency situations) will not. These sessions will not be recorded. If you do not have sufficient internet speed, have other obligations at the time, or for another reason are not able to participate, then this option is not ideal for you.
- 2) Participating in weekly blackboard discussion boards in which you are expected to post a reply to a question based on the readings of at least **200** words, including references to the text and relevant page numbers. You are also required to respond to at least one of your classmates' posts with at least **50 words**. You may do this work at any time during the week, but posts and responses are due by **Thursdays at 12:00 PM** each week.

Students should opt-in to option #1 or option #2 according to their circumstances **by September 4**. Students who neither take part in discussion sections nor participate in blackboard discussion boards will not be able to pass the class.

*Papers:* Each paper (approximately 4 pages) will gauge your understanding of the material, including lectures and readings. For each paper, you will be expected to answer a broad question about modern Mexican history and using evidence from the readings (including relevant page numbers) to defend your answer. Students will be graded on: 1) having a defensible thesis; 2) selecting the best evidence from the readings in the class; 3) good analysis and contextualization of the quotes you have chosen; and 4) writing, including avoiding common grammar and

spelling mistakes. You may not conduct outside research for this paper – papers with outside sources will not be graded. I will post paper topics approximately one week before they are due.

All written assignments must be double-spaced, written in 12-point font, with one-inch margins. Please don't change the spacing or margins on your essay. All assignments should be posted on our Blackboard server, and any files which are corrupted or otherwise not visible count as late.

*Extra Credit:* Here are your options for extra credit.

- 1) Go to Benito Juárez Plaza in Pilsen (off of Ashland Ave. and Cermak Rd.). Observe all of the statues in the plaza – pick your favorite three and take selfies with them. In approximately 600 words, answer the following questions: 1) How closely do the placards adhere to the actual lives of these figures, according to the readings we have discussed in class? Is anything simplified? What if anything is left out of the placards on the statues? 2) Can you comment on the visual representation of the statues? What kinds of poses are they striking? What are they wearing? 3) What purpose do you think these statues serve? What are they trying to tell us about Mexican history? 4) What kinds of people/narratives are missing from the park? Come up with a statue you think should be introduced into the park.

You may upload your narrative and selfies to the Blackboard server by December 4 (but I highly encourage you to go now while it's still warm). These will be graded on a scale of A/B/C/F, with an A worth 4 extra points, a B worth 3 points, and a C worth 2 points.

- 2) Attend events of the UIC Humanities Center, Latin American and Latino Studies Program, or the Department of History (to be announced) and write 200 words giving a summary of the event and tying it to the major themes of our course. Each event is worth one extra credit point.

You may earn a maximum of 4 extra credit points for the whole semester.

### **\*Midterm Grades**

In an effort to provide students with feedback and support, and in keeping with university and/or program policies, faculty should report midterm grades. You may wish to provide in writing an explanation of what the student's midterm grade implies for his/her overall success in the class and include an invitation to consult with you or a TA concerning the grade. You can refer the student to the following website and to other support units (see below):

[http://tigger.uic.edu/depts/oaadvising/student\\_midterm.html](http://tigger.uic.edu/depts/oaadvising/student_midterm.html)

## **GRIEVANCE PROCEDURES**

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

### Assigned Readings

There is one required monograph: Ana Minian, *Undocumented Lives: The Untold Story of Mexican Migration* (Harvard University Press, 2018). All other readings may be found on our Blackboard server.

| <b>Week 1</b> |   |  |
|---------------|---|--|
| August 24     | Course Introduction   |  |
| August 26     | Legacies of the Colonial Period   | “The Spiritual Conquest”; “Why the Indians are Dying”  |
| August 28     | Discussion Sections   | Reading and Notetaking Strategies/Primary and Secondary Sources  |
| <b>Week 2</b> |   |  |
| August 31     | The War for Independence  | “The Siege of Guanajuato”; “Plan of Iguala”  |
| September 2   | The Early Mexican Republic; Indigenous Peoples and the Frontier during the Nineteenth Century | “Women and War in Mexico”; “War and Finance, Mexican Style”; Brian Delay, “Indians Don’t Unmake Presidents”                                    |
| September 4   | Discussion Sections   |  |
| <b>Week 3</b> |   |  |
| September 7   | The Age of Santa Anna   | Brian Delay, “An Eminently National War?”<br>“The Glorious Revolution of 1844”;  |
| September 9   | The Loss of Texas and the US-Mexican War  | “A Conservative Profession of Faith”; “Considerations Relating to the Political and Social Situation in the Mexican Republic in the Year 1847” |
| September 11  | Discussion Sections   |  |
| <b>Week 4</b> |   |  |
| September 14  | La Reforma/The French Intervention  | Thomas Benjamin, “The Life, Myth, and Commemoration of Benito Juarez”  |
| September 16  | The Restored Republic; The Making of the Porfiriato   | “Liberals and the Land”<br>Michael Matthews, “The Discourse of Development”<br><b>Paper #1 due (covers material up to Sept. 11)</b>            |

|               |  |  |
|---------------|--|--|
| September 18  | Discussion Sections                                  |  |
| <b>Week 5</b> |  |  |
| September 21  | Porfirian Modernization                              | Pablo Piccato, "The Modern City"   |
| September 23  | The Costs of Modernization                           | "Porfirio Díaz Visits Yucatán"; "Scenes from a Lumber Camp"; Cristina Rivera-Garza, "The Criminalization of the Syphilitic Body: Prostitutes, Health Crimes, and Society in Mexico City, 1867-1930" in <i>Crime and Punishment in Latin America</i>  |
| September 25  | Discussion Sections                                  |  |
| <b>Week 6</b> |  |  |
| September 28  | Foreign Migration to Mexico                          | Theresa Alfaro-Velcamp, "Turco Sojourners Come to Porfirian Mexico"  |
| September 30  | The Flores Magón brothers and The Liberal Indictment | "Land and Liberty," 335-339; Womack, "The Planters Progress"   |
| October 2     | Discussion Sections                                  |  |
| <b>Week 7</b> |  |  |
| October 5     | The Overthrow of Díaz                                | Christina Bueno, "Teotihuacán: Showcase for the Centennial" in <i>Holiday in Mexico</i> , 54-77  |
| October 7     | Madero the Democrat; Huerta the Dictator             | "Plan of Ayala"; "The Restoration of the Ejido"; "Zapatistas in the Palace"; "Pancho Villa"<br><br>Optional Resource: <i>Photographing the Mexican Revolution: Commitments, Testimonies, Icons</i> ( <a href="https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=3443613">https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=3443613</a> ) |
| October 9     | Discussion Sections                                  |  |
| <b>Week 8</b> |  |  |
| October 12    | Venustiano Carranza                                  | Gabriela Cano, "Unconcealable Realities of Desire: Amelio Robles's (Transgender) Masculinity in the Mexican Revolution" in <i>Sex in Revolution</i> , pp. 35-56;<br><br>"The Constitution of 1917"<br><br><b>Paper #2 due</b> (covers material up to Oct. 5)   |
| October 14    | Social and Cultural History                          | Kristina Boylan, "Gendering the Faith and Altering the Nation: Mexican Catholic Women's Activism, 1917-1940"   |

|                |  |   |
|----------------|--|---|
|                | of the Mexican Revolution  | “Pedro Martínez,” 375-387   |
| October 16     | Discussion Sections  |   |
| <b>Week 9</b>  |  |   |
| October 19     | Alvaro Obregón and the Sonoran Triangle  | Rick Lopez, “Ethnicizing the Nation: The India Bonita Contest of 1921”  |
| October 21     | Mexico under Plutarco Elías Calles; the Maximato   | Jean Meyer, “An Idea of Mexico: Catholics in the Revolution”; “Mexico Must Become a Nation of Institutions and Laws”; “The Formation of the Single-Party State”   |
| October 23     | Discussion Sections  |   |
| <b>Week 10</b> |  |   |
| October 26     | México under Lázaro Cárdenas   | “The Agrarian Reform in La Laguna”; “The Oil Expropriation”; “Cárdenas and the Masses”; “They Gave Us the Land”   |
| October 28     | Mexican Migration to the United States (I): The Mexican Revolution to Mexican Repatriation | Francisco Balderrama, “Revolutionary Mexican Nationalism and the Mexican Immigrant Community in Los Angeles during the Great Depression: Memory, Identity, and Survival”<br><br>“Mexico’s Crisis”; “Struggles of a Campesino Leader”  |
| October 30     | Discussion Sections  |   |
| <b>Week 11</b> |  |   |
| November 2     | Mexican Migration to the United States (II): The Bracero Program and Operation Wetback     | Find an oral history of someone associated with the Bracero program at the <a href="#">Bracero History Archive</a> . Who was this person, and what was his/her background? What role did they play in the Bracero program? Did the person have a positive or negative impression of the program? If they were a Bracero, would they participate in the program again? Please email me a link to the oral history and a 100 word summary by 9 AM on November 2. This will count as part of your participation grade. |
| November 4     | Mexican Migration to the United States (III): Operation Wetback                            | Kelly Lytle Hernández, “The Crimes and Consequences of Illegal Immigration: A Cross-Border Examination of Operation Wetback, 1943-1954”<br><br><b>Paper #3 due</b> (covers material up to Oct. 28)  |
| November 6     | Discussion Sections  |   |



| <b>Week 12</b> |   |  |
|----------------|---|--|
| November 9     | Mexico under Adolfo López Mateos  | Ana Minian, <i>Undocumented Lives</i> , Introduction, and Chapter 1, “An Excess of Citizens,”<br><br>“Art and Corruption”; “Two Faces of Acapulco during the Golden Age”   |
| November 11    | Díaz Ordaz and Tlatelolco   | Ana Minian, <i>Undocumented Lives</i> , Chapter 2, “A Population Without a Country”  |
| November 13    | Discussion Sections   |  |
| <b>Week 13</b> |   |  |
| November 16    | The 1982 Debt Crisis  | Ana Minian, <i>Undocumented Lives</i> , Chapter 3, “The Intimate World of Migrants”  |
| November 18    | The 1985 Earthquake   | “After the Earthquake”; Ana Minian, <i>Undocumented Lives</i> , Chapter 4, “Normalizing Migration”   |
| November 20    | Discussion Sections   |  |
| <b>Week 14</b> |   |  |
| November 23    | Carlos Salinas de Gortari, NAFTA, and the Zapatistas  | Ana Minian, <i>Undocumented Lives</i> , Chapter 5, “Supporting the Hometown from Abroad”<br><br>“Letters to Cuauhtémoc Cárdenas”   |
| November 25    | The Fall and Rise of the PRI; Multiparty Politics in Mexico                                       | Ana Minian, <i>Undocumented Lives</i> , Chapter 6, “The Rights of the People”  |
| November 27    | Discussion Sections   |  |
| <b>Week 15</b> |   |  |
| November 30    | The New Age of Violence: the War on Drugs, Narcocorridos, and Mass Graves                         | Ana Minian, <i>Undocumented Lives</i> , Chapter 7, “A Law to Curtail Undocumented Migration”   |
| December 2     | Mexican Migration to the United States (IV): Documented and Undocumented Migration, 1970s-present | Ana Minian, <i>Undocumented Lives</i> , Chapter 8, “The Cage of Gold”<br><br>Listen to the first two acts from the This American Life episode, "Flight Simulation" and "Phone Home".<br><a href="https://www.thisamericanlife.org/520/no-place-like-home">https://www.thisamericanlife.org/520/no-place-like-home</a><br>Both deal with undocumented migration and deportation from both the Mexican and Mexican American perspectives. How are these depictions similar or different? |

|            |                     |   |
|------------|---------------------|---|
|            |                     | What does it reveal about Mexican stereotypes and attitudes Mexican Americans and Mexican immigrants, as well as Mexican American attitudes towards Mexico? |
| December 4 | Discussion Sections | Ana Minian, <i>Undocumented Lives</i> , Afterword   |

Paper #4 due Monday, December 7 by 3 PM