History 382/LAST 350: Mexico: History and Politics (1810-2010)
Spring 2010; California State University, Chico
Professor Stephen E. Lewis
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Office hours: Tuesdays and Thursdays 3:30-5:00 PM and Fridays 9:00-noon.

This is a GE Non-Western course and part of the Mexico and Central America upper division theme. It is also a component of the History and Latin American Studies majors and minors.

Course description
We will explore several key themes in the history of nineteenth and twentieth century Mexico, including:
--the legacy of the wars for independence
--attempts to construct the post-colonial state
--dependent capitalist development during the Porfiriato and its social impact
--interpretations of the revolution of 1910
--post-revolutionary attempts to forge a state and nation
--stagnation and decadence of the institutionalized revolution
--the meaning of the Zapatista insurrection in Chiapas
--the state of the current democratic transition

This is a lecture/discussion survey. Do the readings to participate in and pass the class.

Your final grade will be determined as follows:
Three quizzes 30%
Two in-class exams 40%
Final paper (7 pages) 20%
Attendance/participation/in-class presentation 10%

Guidelines for written work
“A” work is clearly written and well organized. Most importantly, it contains a central argument supported by a well-chosen variety of examples drawn from the assigned readings. Such work demonstrates that the student has grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a compelling, independent argument. “B” work demonstrates that the student has wrestled with some of the issues in the course. Yet “B” work mainly provides a summary of ideas and information already covered. A typical “C” paper or essay provides a recap of the historical narrative but offers little in terms of analysis and relies on an inadequate number of sources. Work that receives a grade lower than “C” typically does not respond adequately to the assignment, is marred by frequent errors, unclear writing, poor organization, lack of sources, or some combination of these problems. All grades are final.

In-class presentation
Students will pair up, then read and present one or two outside readings (see below). These Powerpoint presentations may not exceed six minutes and must not consist of more than six slides! After the presentation(s), the presenters will field questions for a couple of minutes. The material covered by the student presenters will appear on quizzes and tests. Please note: all readings for the in-class presentations can be found on reserve.

Nuts and bolts
--Late policy:
   Written work will be docked 1/3 of a letter grade each weekday that it is late.

--No make-up quizzes or exams.

--Frequent absences will hurt your grade.

--All grades are final.

--Texting in class is high school behavior and will not be tolerated.
--Those who plagiarize will receive an “F” for the class and their case will be turned over to Student Judicial Affairs. Please ask me if you have questions about plagiarism.

--I am happy to write letters of recommendation for students who have completed two classes with me and have earned a “B+” or better in both classes.

Course readings
Please purchase the following books immediately. Used copies may be available.


Course calendar

The Wars for Independence and Beyond
1-26
Introduction

1-28
Bring two blank blue books to class. Do not write your name on them! Thanks!

Please purchase all course texts and read the following:

Bernal Díaz del Castillo and Hernán Cortés, “The Spaniards’ Entry into Tenochtitlán” in MR, pp. 95-104.

2-2
Come to class having chosen three outside readings that interest you. Also read the following:

2-4

In-class presentation: violence in Ciudad Juárez. Ask Lewis for sources. Spanish reading ability might help.

Centralists/Conservatives vs. Federalists/Liberals: Early Mexican State Building
2-9

In-class presentation: the cult of the Santa Muerte. Ask Lewis for sources. Spanish reading ability might help.
2-11
Mariano Otero, “Considerations Relating to the Political and Social Situation of the Mexican Republic in the Year 1847” in MR, pp. 226-238.


**Porfirian "Order and Progress" and its Consequences**

2-16

**Quiz (covers all material up to and including the Texas war)**

2-18
Garner, 48-97.

2-23

2-25
Garner, 137-162.


3-2
Garner, 163-193.


3-4

**In-class exam (covers late colonial period through the Porfiriato).**

3-9 and 3-11 **Lewis mandatory unpaid furlough days.** If you feel cheated, please contact your representatives to the state senate or legislature and/or contact the governor’s office.

**Spring break**

**Mexico, 1910-1920: Populist Revolution, Bourgeois Rebellion, Nationalist Revolt, and/or Patriarchal Event?**

3-23

3-25

Postrevolutionary State and Nation Building
3-30


4-1 Campus-wide mandatory unpaid furlough day. No class, but please read the following:

Second quiz
4-6
Lewis, 23-64.


4-8
Lewis, 67-116


4-13
Lewis, 119-155.


4-15
Lewis, 157-201.
In-class presentation: Anne Rubenstein, Bad Language, Naked Ladies, and Other Threats to the Nation (Durham: Duke University Press, 1998), 1-11, 41-73.


4-20
Lewis, 203-219.

In-class exam

Contemporary Mexico: The Slow Death of a Revolution
4-22
Daniel Cosío Villegas, “Mexico’s Crisis” in MR, 470-481.


4-27
Roger Bartra, “Does it Mean Anything to be Mexican?” in MR, 33-40.


4-29
Anne Rubenstein, “El Santo’s Strange Career,” in MR, 570-578.


The Neo-Zapatista movement and recent Mexican politics
5-1
Dawson, 23-69.

5-6
Dawson, 46-95.

5-8


5-13
Dawson, 96-140.

Third quiz

In-class presentation: Andrés Manuel López Obrador (Spanish reading ability preferable).

5-15
Dawson, 141-170.

Video: “A Massacre Foretold.”

Final paper due date and time:
  Your final paper is due on or before 10 AM on Tuesday, May 18.