

# Grand View University

## History 337

### The History of Mexico



Spring, 2014      Section A  
TTh 8:00-9:20      Jensen 1W

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Office Hours:  
9:30-11:00 Tuesdays (Library 1<sup>st</sup>  
Floor)  
9:30-11:00 Thursdays (Jensen 111)  
or by appointment

#### **Instructional Objectives:**

This course is designed with the assumption that you bring little to no background knowledge of Mexico to the classroom. ¡No Problema! That's what we're here for this semester—to remedy that gap in your historical knowledge. No prior study of Mexico or the Spanish language is needed to succeed in this class. The goals for this course embrace not only specific content we'll cover, but the ways in which this course can serve as an significant experience in your liberal arts education here at GV. This course will help you:

#### ***[Foundational Knowledge]***

- Understand and Remember key themes, events, and people from the history of Mexico (particularly since the sixteenth century).

#### ***[Application]***

- Develop the critical thinking skills necessary to meaningfully analyze historical material and arguments.
- Achieve confidence and proficiency in academic writing by completing regular and varied writing assignments, written examinations, and a research project.

#### ***[Integration]***

- Discern and articulate thematic connections that emerge from the course material.
- Understand and appreciate the historical context that informs today's world events, particularly those concerning Mexico and its people.

#### ***[Human Dimension]***

- Gain confidence in your academic ability and develop the focus and time management skills necessary to successfully complete the assignments in this course.

#### ***[Caring]***

- Value the acquisition of historical knowledge and the maintenance of historical literacy.

#### ***[Learning How to Learn]***

- Develop an understanding of the skills necessary for success in this course—and an understanding of *why* they are necessary.
- Articulate how you will use the knowledge and skills acquired in this course in your academic and professional careers.

### **GV Core Outcomes: IL & GA**

This course fulfills the Information Literacy and Global Awareness outcomes for the Grand View Core Curriculum.

**IL:** The course includes coursework that requires students to:

- Define a question, thesis, or problem to investigate
- Access relevant information
- Critically analyze information, visuals and sources
- Distinguishes between sources
- Synthesize and communicate information
- Manage information ethically and legally

**GA:** The course includes assignments and activities that require students to :

- Engage diverse perspectives to gain a more complex understanding of the human experience.
- Understand that his/her own views are not inherently privileged and value understanding the views of others
- Understand how identity and beliefs are shaped by social forces
- Interact with a diverse array of views in ways that foster understanding and self-awareness

### **Content Outline:**

Here is a general outline of the topics covered by this course:

The Pre-Columbian societies of Mesoamerica; European contact and its effects; colonial society, economy, and politics; the creation of a “Mexican” people and culture; the origins and course of the Wars of Independence; the turbulent national period; the wars of reform; the dictatorship of Porfirio Díaz; the various and complex phases of the Mexican Revolution; the institutionalization of that revolution and the rise of the PRI; the relationships between Mexico and the USA; the impact of neoliberalism and globalization on the Mexican people; the role of such factors as indigenous heritage and religion in shaping Mexican culture; and the effects of the political transitions since 2000.

A recurring theme throughout our investigations will be the interplay between *politics* and *popular cultures* as various individuals and groups sought to fashion their “ideal Mexico.” Many of the course readings will center around this set of processes as they emerged in various time periods; we will use this theme as a lens through which to view the larger contours of Mexican history.

### **Instructional Procedures:**

This course will be a blend of discussion, lecture, and audio-visual presentations. *The more we are able to discuss—to converse—about the material, the happier I (and, I assume, we) will be.*

### **Course Texts:**

Copies of all the following required texts are available at the GVU bookstore:

- Philip L. Russell, *The History of Mexico: From Pre-Conquest to the Present* (Routledge, 2010).
- Gilbert Joseph and Timothy Henderson, eds., *The Mexico Reader: History, Culture, Politics* (Duke, 2002).
- Stuart Schwartz, *Victors and Vanquished: Spanish & Nahua Views of the Conquest of Mexico* (Bedford/St. Martin's, 2000).
- Mark Wasserman, *The Mexican Revolution: A Brief History with Documents* (Bedford/St. Martin's, 2012).
- Majorie Becker, *Setting the Virgin on Fire: Lázaro Cárdenas, Michoacán Peasants, and the Redemption of the Mexican Revolution* (California, 1995).

Any additional materials will be made available either online via our Blackboard Course Page.

### **Technological Resources and Requirements:**

Much of the work for this course will be done via our Blackboard course site. Assignments will be posted there; I won't distribute paper copies in class. You are required to submit your assignments on Blackboard (as a Microsoft Word attachment), and you will receive my feedback and evaluation in this medium as well. Announcements and other matters outside the classroom will be conducted via Blackboard and GV email; please check your account regularly—*you are responsible for any material distributed in this manner*. You will be asked to place your research trail assignments and term project in your electronic portfolio, and I will post my evaluation and feedback there as well. Not only do we save trees by doing things this way (and who doesn't like trees?) but we will collectively improve our technological proficiency, which is of vital importance in today's economic and intellectual climate. If necessary, I will provide tutorials and personal assistance in resolving any issue you might have with these requirements. They are meant to make life easier, not more complicated.

### **Assessment of Academic Achievement:**

The extent to which you have met the instructional objectives for this course is measured primarily through in-class examinations, short written responses to class readings, a term paper, and a final examination. Keep in mind that asking questions or otherwise participating in class discussions will help you get a sense your own comprehension of the course material as well. *Engagement with the material and each other is a key component of how I assess your performance in the course.*

### **Course Requirements:**

- I expect you to be in class, on time, and prepared—as you no doubt expect of me. Please have the reading for each class completed before that day's session (consult the course schedule, below). Attendance will be taken regularly, and poor attendance is bound to have an adverse effect on your grade.
- I encourage you to participate in class discussions, to ask questions whenever you feel necessary, and to be engaged with our material generally. This is the best way for you to get as much as you can out of this class, which—after all—is the whole point of our being here. This class covers a range of extraordinarily interesting material. It is my goal that we discover, analyze, and absorb this material together, and that we will all be significant contributors to the value of this course.
- I expect myself to treat you with respect and common courtesy, and I expect you to reciprocate with both me and your classmates. To that end, I have some specific requirements: latecomers should enter quietly and take a seat to the rear of the class. If you are more than 10 minutes late, you will not be allowed to enter the classroom—it is too distracting for the rest of us to have begun working with that day's material only to be interrupted just as things get moving. We have a small campus; there should be plenty of time for you to be present at the beginning of class. Also, all cell phones need to be turned off prior to entering class. I reserve the right to answer any phone that rings during class time.
- Missed exams or assignments may only be made up if the absence is excused. I understand that unforeseen circumstances can arise during the semester; absences due to illness, grievous loss, other emergencies, or an official university activity may be excused (but *only* with proper documentation).

**Academic Integrity:**

This course adheres to the provisions of the Grand View University Code of Integrity:

*“As a member of the Grand View University community, and in accordance with the mission of the University and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty, and staff.”*



**Additional Information:**

Please refer to the section on campus-wide expectations, below. They are to be considered policy for this course, just as any other item in this syllabus.

**Assignments**

Course Blog	200 points
Final Examination	150 points
Midterm Examination	100 points
Term Project	150 points
Research Trail	
Components	50 points
Course Engagement	100 points

**Total Possible Points: 750**

**Grading Scale**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

**Examinations:**

The examinations in this course will consist of short answer and essay portion, and the final examination will be cumulative. Additional material and review will be available on Blackboard well in advance of each exam.

**Course Blog:**

In order to accomplish our course goals, we’ll need to be deeply and meaningfully engaged with the material we encounter this semester. To that end, not only will we spend a considerable amount of class time discussing and debating the readings, we will also construct a course blog that carries the discussion out of the classroom, and further extend and explore the issues at hand. I have created a space at <http://gvhistory337.blogspot.com/>, and together we will create this record of our time together this semester. Additionally, each week one of you will be responsible for posting an extended response (2 pages or so) to that week’s topic and readings, and it will form the basis for an online forum on the topics you raise. More details will be forthcoming in class about how this will work, as well as when you will be responsible for the individual contribution. I will assess (i.e., grade) your blog contributions based upon both quantity and quality (leaning toward the latter), and your individual post week will also figure prominently.

### **Term Project:**

Because of the difficulty—in terms of both access and language—involved in working with primary sources for this course, my research paper assignment is a bit different than what you might find in other upper-level history courses. This course will require the completion of a project that addresses the historical roots of an issue in contemporary Mexico (e.g., rural poverty, NAFTA, narco-terrorism and political corruption, etc.). You will research the problem and prepare a report to a particular target audience, depending upon your major and career interest. For example, a business major might produce a report outlining the historical development of economic dependence in Latin America to advise an NGO, a political studies major could aim a report to a particular congressman or senator on the Foreign Relations Committee. I will distribute a detailed assignment sheet and rubric for this assignment by the end of the second week of class. The component parts of this assignment (proposal, bibliography, etc.—due dates noted in the course schedule) comprise one-third of your overall project grade.

Your project will be placed in your GVU electronic portfolio as an artifact of your continuing growth in the enterprise of a liberal arts education. *Credit will not be given for the assignment until it appears in your e-portfolio.* Due dates for specific portions of the term project assignment (e.g., proposal, topic, working bibliography, rough draft, etc.) are listed in the course schedule, below; these components will comprise 50 points of your final grade. Additionally, 50 out of the 150 points of your project grade will come from your presentation of your work to the rest of the class at the end of the semester. I will provide more detail about the presentation assignment as we near the appropriate point of the semester.



## GRAND VIEW UNIVERSITY CAMPUS-WIDE EXPECTATIONS

### Academic Honesty/Code of Integrity

Grand View University is dedicated to the development of the whole person and is committed to truth, excellence, and ethical values. Personal integrity and academic honesty in all aspects of the University experience are the responsibility of each faculty member, staff member, and student. A student has an obligation to do work that is his or her own and reflects his or her learning and quest for academic knowledge. Dishonesty and cheating are not acceptable behaviors. Examples include helping others during exams, writing papers for others, falsifying data/records, copying other students' work, taking work directly from the Internet or any printed source and claiming it as one's own, and downloading/purchasing papers on-line. Students who cheat, could risk severe penalties, which may include failure of the assignment, failure of the course, or expulsion from the University.

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### Accelerated Courses

Grand View offers courses in accelerated or alternative delivery formats. They cover the same subject content and require the same or comparable assignments that are associated with a traditional fourteen week course.

### Accommodation

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility of the student to contact both the instructor and the Director of Academic Enrichment and Disability Coordinator and apply for any requested accommodation. The director is Dr. Kristine Owens and she can be reached at 515/263-2971.

### Class Attendance

The Federal Government requires that students receiving financial aid attend classes. Students, who are identified by the instructor as not attending classes, will be reported to the Registrar's Office. Students who fail to return to classes may lose all or a portion of their financial aid.

### Classroom Conduct

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.

### University E-Mail Account

***It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address.***

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Students may set-up an e-mail auto forward from the myView web site. Click on the “Manage and Update Personal Information” link and then select “set myView Mail Forwarding Address” under the “Links for You” section.

Appeal of Final Undergraduate Course Grade or Faculty Member’s Final Academic Disciplinary Action

Students who wish to appeal a final course grade or other academic disciplinary action of an instructor must complete at least section I.A. of the Academic Appeal Form on-line within fourteen calendar days after the published due date for the final grade submission of the academic term in which the issue of disagreement occurred. Visit site below to complete first part of the form.

<https://secure/grandview.edu/gradeappealform.html> This form must be submitted electronically to the Office of the Provost. Nursing Students appealing a grade in a nursing course must follow the Nursing Division procedures.

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**Course Schedule and Assignments**

[n.b.: items marked ASP are available via Academic Search Premier, the database of scholarly articles available online via the [GV Library](#). Items marked ‘[Bb]’ are available on the Blackboard course page.]

<u>Date</u>	<u>Topic &amp; Assignment</u>
1/7	<b>Introduction to the Course and One Another; Introducing Mexico</b>
1/9	<b>Pre-Columbian Mexico</b> <ul style="list-style-type: none"> <li>• Russell, Ch. 1.</li> </ul>
1/14	<b>The Aztec Empire</b> <b>The Iberian Background: Legacies of Islam, Judaism, Reconquista</b> <ul style="list-style-type: none"> <li>• Schwartz, Part One.</li> <li>• <i>Mexico Reader (MR)</i>, Ch. II.</li> </ul>
1/16	<b>Contact</b> <ul style="list-style-type: none"> <li>• Schwartz, Chs. 2-4.</li> <li>• Russell, Ch. 2.</li> </ul>
1/21	<b>Conquest</b> <ul style="list-style-type: none"> <li>• Schwartz, Chs. 5-7.</li> </ul>



1/23

### Aftermath

- Schwartz, Ch. 8.
- Camilla Townshend, "Burying the White Gods: Perspectives on the Conquest of Mexico," *American Historical Review* 108 (June, 2003): 659-687. Also read the December, 2003, letter to the editor and Townshend's reply [ASP].

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1/28

### Church, State, and Society in New Spain

- Russell, Ch. 3.
- MR, Ch. III.

1/30

### The Colonial Economy; The Northern Frontier

- Russell, Chs. 4-5.
- Gannon, Manuscript Chapter on the Pueblo Revolt of 1680 [Bb].

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2/4

### The Bourbon Reforms and the Strains of Empire

- Meyer, Sherman, Deeds, "The Bourbons Restructure New Spain" and "Society & Stress in the Late Colonial Period," in *The Course of Mexican History* [Bb].

### Term Project—Topic Proposal/Introduction Due

2/6

### The Wars of Independence

- Russell, Ch. 6.
- Lucas Alamán, "The Siege of Guanajuato"; Agustín de Iturbide, *Plan de Iguala* [MR].



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2/11

### The Problems of Nationhood

- Russell, Ch. 7.
- "A Conservative Profession of Faith"; Mariano Otero, *Considerations...* [MR].

### Term Project—Working Bibliography due.

2/13

### Same Topic, continued.

- Russell, Chs. 8-11.
- Luis González y González, "Liberals and the Land" [MR].



2/18

### La Guerra Reforma and the French Intervention

- Russell, Ch. 12.
- Erika Pani, “Dreaming of a Mexican Empire: The Political Project of the ‘Imperialistas’,” *HAHR* 82 (2002): 1-31 [ASP].
- Offer of the Crown to Maximilian; Empress Carlota, “A Letter from Mexico” [MR].

2/20

### The Porfirian Persuasion

- Benito Juárez, “The Triumph of the Republic”; Arnold and Frost, “Porfirio Díaz Visits Yucatán” [MR].
- Russell, Ch. 13.

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2/25

### Economy, Society, and Diplomacy in Díaz’s Mexico

- Russell, Ch. 14.
- James Creelman, “President Díaz, Hero of the Americas” [MR].

2/27

### Overview of the Mexican Revolution

- Wasserman, Introduction.

**Term Project—Outline and Summary Due.**



3/4

### MIDTERM EXAMINATION

3/6

### The Origins of the Mexican Revolution

- Wasserman, Ch. 2.
- Ricardo Flores Magón, “Land and Liberty” [MR].

3/11

### “Mexico Has Been Turned Into a Hell”

- Russell, Ch. 16.
- William O. Jenkins, “Mexico Has Been Turned Into a Hell” [MR].
- Wasserman, Chs. 2-4.

3/13

### Revolution at Home & Abroad

- Wasserman, Chs. 5-6.
- Russell, Ch. 17.
- Wasserman, Ch. 7.



3/18-3/20

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**No Class—Spring Break**

3/25

**The Institutionalized Revolution & The Consolidation of the PRI**

- Russell, Ch. 18.
- Plutarco Elías Calles, “Mexico Must Become a Nation of Institutions and Laws”; Carlos Fuentes, “The Formation of a Single-Party State” [MR].
- Becker, Chs. 1-2.



3/27

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**Cárdenas & the Campesinos**

- Becker, Chs. 3-6.

4/1

**Post-revolutionary Mexico**

- Russell, Chs. 19-20.

4/3

**Mexican Politics in the Shadow of Cárdenas**

- Russell, Ch. 21.
- Elena Poniatowska, “The Student Movement of 1968” [MR].

**Research Trail—Exchange Draft Portions for Peer Review**



4/8

**The “Mexican Miracle”**

- Russell, Chs. 22-23.
- Andrew Sackett, “The Two Faces of Acapulco during the Golden Age”; Joel Simon, “The Sinking City” [MR].

4/10

**The Turbulent Close to the 20<sup>th</sup> Century**

- Russell, Chs. 24-25.
- Rubén Martínez, *Corazón del Rocanrol* [MR].

**Return Peer-Reviewed Drafts\_\_\_\_\_**

4/15

**Economic Debates and Challenges**

- Russell, Ch. 26.
- ELZN, “Demands at the Dialogue Table”; Heather Williams, “Debtor’s Revenge” [MR].

4/17

**Vicente Fox and the 200 Election: Mexico’s New Millennium**

- Russell, Chs. 27-28.
- Wayne A. Cornelius, “Mexicans Would Not Be Bought, Coerced” [MR].

**TERM PROJECTS DUE**

**The Final Examination for this course is on Monday, April 21,  
from 8:00-9:50**

**Please make your end-of-the-semester plans appropriately.**

