

CONQUEST AND CONFLICT IN MEXICO'S HISTORY

LAH3931

Spring, 2015

History Department, University of Florida

MWF, Period 5

Keene-Flint 111

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Office Hours: Friday, 1pm-2pm

Keene-Flint 11

I. COURSE DESCRIPTION

This is a class focusing on the long history of the Mexican people. As one historian has written, there exist not one but “many Mexicos” defined by cultural, economic, ideological, and geographical divisions. The Mexico frequently encountered in the US media—dominated by discussions of migration, *narcotraficantes*, and violence—is just one of these. Our goal in this course is to develop an understanding of the others. Mexico, like many postcolonial nations, inherited its social order from three hundred years of European rule. The recent protests over the kidnapping and murder of 43 students in Iguala show that many questions about the ordering of society, governance, and justice remain unresolved. How did this social order develop? How have non-Europeans contributed to Mexican society and culture? How did Spanish rule (and resistance to it) shape the society that has developed since 1821? How have Mexicans since independence sought to resolve the conflicts inherent in their society? In answering these questions, students will explore such topics as:

- Indigenous cultures and empires
- The Spanish conquest and the legacies of colonial rule
- Independence and ideological struggles
- Ideologies and the Mexican Revolution
- The rise of the One-Party State
- The role of the US, free trade, and the drug war

II. COURSE PURPOSE AND OBJECTIVES

The purpose of this course is to challenge students to think about and to discuss how different cultures from the Americas, Europe, and Africa have contributed to

the formation of Mexico. Key areas of focus will be the contributions (and exclusions) of indigenous Mexicans, the impacts of Spanish colonialism and culture, the country's close but conflictive history with the United States, and the country's ongoing internal conflicts over identity, development, and security.

The influence of indigenous peoples on Mexican society is both obvious and latent. Today, Mexico is home to more than 16 million indigenous people who speak nearly 70 languages, fifteen of which have more than 100,000 speakers. How, despite five hundred years of colonial rule, theft, and exploitation, have they endured? To answer this question, we must begin at the beginning. Who were the first Mexicans? Who were the Aztecs? What were their beliefs, and why did they practice human sacrifice? Where do we see their footprints today?

Students will learn to think about conquest not as an event in the past, but an ongoing process begun in 1519. Did a handful of motley Spaniards really subdue millions of war-hardened people with only the help of "guns, germs, and steel?" How did indigenous Mexicans engage the Spanish through their own legal and religious institutions? How did the Spanish view indigenous people, and what were the debates about the societies they encountered? How did indigenous and Spanish cultures interact to create something new? Students will learn how, in many ways, the colonial period laid the basis for modern Mexico.

When Mexico became independent from Spain in 1821, there was no clear path forward. How did debates about "the nation" unfold in the early 19th century? How did indigenous people fare under republican rule? How did foreign intervention impact Mexico in the 19th century? How did the ideals of popular sovereignty give way to a thirty year personal dictatorship?

How did the Mexico of the 19th century inspire the first major revolution of the 20th? Why does the Mexican Revolution matter? How have different groups (white landowners, mestizo intellectuals, indigenous men and women) used the Revolution to push for their vision of Mexico? How did a "Revolution from below" become "the perfect dictatorship?" How have economic reforms in the 20th century impacted Mexico's relationship with the US?

These are all big questions. To address them, student will first learn about key events and people through lectures and secondary readings. When possible, students will read primary texts produced by the people we are studying to develop the analytical skills of the historian. Then, students will learn to analyze these texts in their historical context through writing, presentations, and classroom discussion.

III. REQUIRED TEXTS

Readings for this course will be in hard-copy and online. Students are expected to purchase the books listed below. Other readings will be made available by the instructor through Sakai:

1. Hernández Chávez, Alicia. *Mexico: A Brief History*. Berkeley and Los Angeles: University of California Press, 2006
2. Joseph, Gilbert and Timothy Henderson, editors. *The Mexico Reader: History, Culture, Politics*. Durham: Duke University Press, 2002.
3. Azuela, Mariano. *The Underdogs: A Novel of the Mexican Revolution*. New York: Penguin Books, 2008.

IV. COURSE POLICIES

ATTENDANCE: Attendance is expected and required. The instructor will take attendance every day, and your attendance record will be factored into your overall participation and attendance score. Per university policy, only absences relating to serious illnesses, family emergencies, university-affiliated sports or academic events, judicial or military obligations, or religious observances will be considered **excused**. All other absences will be **unexcused**. More than **five** unexcused absences will result in failure of the course.

QUIZ/EXAM POLICY: Quizzes and exams must be taken at the time they are administered in class. Make-up quizzes and exams will be allowed only in cases of excused absences.

ASSIGNMENT POLICY: Late work will be accepted with a penalty of ½ letter grade per day.

CLASSROOM RULES: Cell phones are not allowed during lectures and must be silenced and put away. Computers will be allowed only for taking notes, and this privilege may be revoked for violations. Civility and professionalism will be expected in all communications (in and out of class) with the instructor or with other students in the class.

V. UF POLICIES

ACCOMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive. Therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

POLICY ON ACADEMIC DISHONESTY: Academic honesty and integrity are fundamental values of the University community. Students should be familiar with the UF Student Honor Code, available here:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

All instances of plagiarism and academic dishonesty will be reported to the Dean of Students, without exception.

VI. GETTING HELP

For issues with E-learning/Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

VII. GRADING POLICIES

Students will be assessed according to their performance on quizzes and examinations, their participation in class and in online discussions, and presentations. There will be a total of 1,000 points available for the course. :

Assignment	Points and percentage
Map Quiz: All students will be required to pass a map quiz covering Mexico's basic physical and political geography. The quiz may be taken as many times as needed without penalty.	Pass/Fail.
Discussion and Participation: Students will be expected to actively listen to lectures and take notes, to come to class prepared to discuss the readings, and to participate in classroom discussion.	100 points (10%)
Unannounced Quizzes: There will be a total of FIVE unannounced quizzes given over the course of the semester. Quizzes will generally be given at the beginning of class on Fridays, but may be given any time. These will be a mixture of multiple choice and fill-in-the-blank, and they will cover the previous TWO lectures.	100 (10%)
Two short papers: Students will submit (via Sakai) two short papers responding to a prompt given at least a week prior to their due date. These papers should be analytic, making a clear argument and supporting it with <u>evidence from the readings</u> and lectures. This is your chance to show that you have not only been keeping up on course readings, but processing them.	150 points/each (15%x2)
Midterm and Final Examinations: The examinations for this course will test knowledge and comprehension. Both will include a combination of identification, short answer, and essay questions. The final will be longer and may contain cumulative elements.	200 points/midterm (20%) 250 points/final (25%)
Student Presentation: Each student will be required to make one presentation during the course on a subject relating to that week's topics and readings. Presentations will be evaluated according to accuracy and analysis, the effectiveness of the presentation, and the stimulation of class discussion. Assigned dates will be made during the first week.	50 (5%)
TOTAL	1000 points (100%)

GRADING SCALE

A	1000-930	C	769-730
A-	929-900	C-	729-700
B+	899-870	D+	699-670
B	869-820	D	669-630
B-	819-800	D-	629-600
C+	799-770	E	< 600

VIII. COURSE SCHEDULE

Weekly readings are listed below each week's topic. Readings marked with an * are available via Sakai.

WEEK 1 (1/7-1/9): Mexico and the First Mexicans

Monday: Hernández, preface and pp. 1-8

Friday: MR: Vasconcelos, "The Cosmic Race"; and "Two Ranchera Songs"

WEEK 2 (1/12-1/16): From Teotihuacan to Tenochtitlan

Monday: Hernández, 8-26.

Friday: MR: Inga Clendinnen, "The Cost of Courage in Aztec Society"; "Popol Vuh"

"Cycles of Time and Meaning," 1-6, 13-18*

WEEK 3 (1/21-1/23): Castile on the Eve of Conquest

No Class Monday, 1/19

***Map Quiz Wednesday, 1/21**

Friday: Miguel Ángel Ladero Quesada, "Spain, circa 1492"*

Fernández-Armesto, "The First 'Atlantic Empire'"*

WEEK 4 (1/26-1/30): Conquest and Consolidation

Monday: Hernández, 27-50.

Friday: MR: Bernal Díaz del Castillo, "The Spaniards' Entry into Tenochtitlan"; Anonymous, "The Battles of Tenochtitlan and Tlatelolco"

Patricia Seed, "The Requirement: A Protocol for Conquest"*

WEEK 5 (2/2-2/6): Making a Colonial Society

Monday: Hernández, 51-72.

Friday: MR: Sor Juana, "On Men's Hypocrisy"

"Letter of the Cabildo of Huejotzingo to the King, 1560"*

James Lockhart, "Double Mistaken Identity"*

WEEK 6 (2/9-2/13): Reform to Revolution

Monday: Hernández, 73-116.

Friday: MR: Lucas Alamán, "The Siege of Guanajuato"; José María Morelos, "The Sentiments of the Nation"; Agustín de Iturbide, "The Plan de Iguala"

William Taylor, "Between Nativitas and Mexico City"

WEEK 7 (2/16-2/20): Conflict in the Early Republic

Monday: Hernández, 117-143

Friday: MR: Guillermo Prieto, "The Glorious Revolution of 1844"; "Décimas Dedicated to Santa Anna's Leg"; Juan Bautista Morales, "War and Finance, Mexican Style"; The Editors of *El Tiempo*, "A Conservative Profession of Faith"

***First Paper Due Friday, 2/20 via Sakai**

WEEK 8 (2/23-2/27): Intervention, War, and the *La Reforma*

Monday: Hernández, 144-153

Wednesday: MR: Mariano Otero, "Considerations Relating to the Political and Social Situation"; Empress Carlotta, "A Letter from Mexico."

Ruiz Medrano, "Indigenous Negotiation" 151-166.

***Midterm Exam, Friday 2/27**

Spring Break, 2/28-3/8

WEEK 9 (3/9-3/13): Liberalism and the Restored Republic

Monday: Hernández, 153-169

Friday: Benito Juárez, "The Triumph of the Republic, 1867"; Ruiz-Medrano, "Indigenous Negotiation" 151-176

WEEK 10 (3/16-3/20): Positivism and the Porfiriato

Monday: Hernández, 176-202.

Friday: MR: B. Traven, "Scenes from a Lumber Camp"; Raymond Craib, "Standard Plots and Rural Resistance."

Ruiz Medrano, "Indigenous Negotiation," 176-184.

WEEK 11 (3/23-3/27): The Mexican Revolution: Phase I

Monday: Hernández, 203-233.

Friday: Mariano Azuela, *The Underdogs* (all)

WEEK 12 (3/30-4/3): Institutionalizing the Revolution: Phase II

Monday: Hernández, 234-263.

Friday: MR: “The Constitution of 1917: Articles 17 and 123”; Plutarco Elías Calles, “Mexico Must Become a Nation of Institutions and Laws.”

Ruiz Medrano, “Indigenous Negotiation,” 184-200

WEEK 13 (4/6-4/10): The PRI and the “Perfect Dictatorship”

Monday: Hernández, 264-294.

Friday: MR: Carlos Fuentes, “The Formation of the Single-Party State”; Gil Joseph and Allen Wells, “The Rough and Tumble Career of Pedro Crespo”; Arturo Anguiano, “Cárdenas and the Masses”

WEEK 14 (4/13-4/17): Zapatismo and Alternate Visions

Monday: Hernández, 295-325.

***Last Day to Pass Map Quiz**

Friday: MR: Anonymous, “Letters to Cuauhtémoc Cárdenas”; “EZLN Demands at the Dialogue Table”; Subcomandante Marcos, “The Long Journey from Despair to Hope”

***Second Paper Due Friday, 4/17**

WEEK 15 (4/20-4/22): The Many Mexicos of Today

Monday: Hernández, 325-357.

Wednesday: MR: Marián Peres Tsu, “A Tzotzil Chronicle of the Zapatista Uprising”; Judith Adler Hellman, “Pedro P., Coyote”

Final Exam: 12:30pm-2:30pm, Thursday, April 30

MAP QUIZ

Wed, Jan 21

All students must pass the map quiz before MONDAY, APRIL 13 to pass the class, but the quiz may be taken as often as necessary

States

Chihuahua
Sonora
Coahuila
Durango
Oaxaca
Tamaulipas
Jalisco
Zacatecas
Baja California Sur
Chiapas
Veracruz
Baja California
Nuevo León
Guerrero
San Luis Potosí
Michoacán
Campeche
Sinaloa
Quintana Roo
Yucatán
Puebla
Guanajuato
Nayarit
Tabasco
México
Hidalgo
Querétaro
Colima
Aguascalientes
Morelos
Tlaxcala

Cities

Mexico City
Guadalajara
Monterrey
Puebla
Toluca
Tijuana
Ciudad Juárez
Querétaro
San Luis Potosí
Mérida
Aguascalientes
Cuernavaca
Acapulco
Morelia
Tuxtla Gutiérrez
San Cristóbal de las Casas
Veracruz
Tlaxcala