



# Modern Mexico

LAH 4433 / Fall 2021

Tuesday 11:45-1:40pm / Thursday 12:50-1:40pm

Keene-Flint 0119

Dr. Heather Vrana

Office: 364 Grinter

Zoom meeting ID: 487 640 3433

Office hours: On-campus Weds., 11:30-1:30pm, Zoom Mon., 11:30-1:30pm

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Mr. Jacob Senory

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Zoom meeting ID: 574 662 6727

Office hours: Weds., 9:30-11:30am and Thurs., 2-3pm

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Mexico is one of the most dynamic cultural and economic centers in Latin America. Once the capital of the Aztec empire, then of Spanish colonial power, and since 1821 one of the most powerful nations in the region, Mexico's history is of the utmost importance.

In this class, you will learn about modern Mexican history, from Miguel Hidalgo's "Grito de Dolores" to the Mexican Revolution's calls for economic and social justice to the dilemmas of post-revolutionary nation-building to the social and political challenges confronting the nation in the present. You will also learn

about immigration, Chicana/o history, class and ethnic identity formation, the making of the U.S.-Mexico border, social movements, and film, music, and popular culture.

You will read primary sources by famous Mexicans and Mexican-Americans, watch films, listen to music. Class time will include lecture and discussion. We will also have guest lectures by scholars and other experts on Mexican and Mexican-American history and culture.

## Course Goals

By the end of the course, you will:

- come to understand a number of key social, political, economic, and cultural changes in Mexico from independence from Spain to the present
- recognize how these changes affected Mexican lives over time
- identify and explain the diverse and interconnected histories of Mexico's many regions and their inhabitants
- explain the endurance of colonial patterns and identities over time
- understand the role of the history of Mexico in relationship to the United States and Latin America, in terms of labor, migration, law, religion, and more
- recognize and be able to analyze primary sources, including newspapers, speeches, diaries, music, photographs, films, and other visual sources
- improve your critical thinking skills & your argumentative (thesis-driven) writing skills

## Format of the Class

The readings listed in the course calendar for the week are **due for Tuesday** and we'll discuss them all week. On Tuesdays, I will give a lecture and we will begin to discuss the readings. On Thursday, we will discuss the readings critically, particularly primary sources. Tuesday classes will begin with a brief news update from your Newspaper Journal. Reading quizzes may be instituted if necessary.

**Readings**

As this is a 4000-level class, you can expect to read around 70-90 pages per week (although some weeks will exceed 90 pages), and usually a combination of primary and secondary sources (including scholarly articles and book chapters). As you know, not all reading is created equal and some texts will be harder than others, though they appear shorter at first glance. Be sure to allocate adequate time for reading.

Many of our readings will be primary sources that are available as PDFs on Canvas. You will also purchase three books for this class.

**Texts to buy:**

- Gilbert M. Joseph and Timothy J. Henderson, *The Mexico Reader: History, Culture, Politics* ("MR" in syllabus)
- Carlos Fuentes, *The Death of Artemio Cruz*
- Valeria Luiselli, *Tell Me How It Ends*

*Optional/Suggested reference texts:*

- Gilbert M. Joseph and Jurgen Buchenau, *Mexico's Once and Future Revolution* (this book is available online through UF libraries and we will read several chapters from it)
- Enrique Krauze, *Mexico: A Biography of Power*

For those of you who read in Spanish, there are many excellent Spanish-language sources; see me if you are interested.

**Assignments and Grading:**

Participation	<p>Your participation in class is crucial to our and your success. I will take attendance during every class period. But students will grade their own participation on a scale of 0-10 once every two weeks. I reserve the right to modify the grade, either up or down, and will inform the student on a biweekly basis of these modifications. The scores will be averaged to calculate the final participation grade (out of 200 points).</p> <p>If you are sick, please use caution and take care of yourself and your classmates by staying home. The ongoing COVID-19 pandemic presents new hardships to which we are all attempting to adapt. If you need to discuss an attendance concern, feel free to reach out to me.</p> <p>Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:  <a href="https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx">https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx</a></p>	200 points (20% course grade)
Mexico Map Assignment	In lieu of a map quiz, you will complete the Mexico Map Assignment.	50 points (5% course grade)

<p>ArcGIS StoryMaps</p>	<p>In the second week of class, you will select a group to work with throughout the semester on a StoryMap of Modern Mexico. Each group will focus their StoryMap on a theme (indigenous peoples, social class, rural/urban, media/music/film, law/policing, health/medicine, environment, or others of your choosing). The elements you choose should reflect assigned primary and secondary source readings.</p> <p>You will use the StoryMap application to do this: <a href="https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/resources">https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/resources</a>. Each StoryMap submission must include a minimum of 10 new slides with maps and/or other media. You will build on and expand your StoryMap across the whole semester. The timeline will be graded four times in the semester. Your group may earn up to 50 points on each submission by emailing a link to your StoryMap along with the name of your group and a paragraph description of all of the changes you've made since the last submission.</p>	<p>150 points (50 x 3) (15% course grade)</p>
<p>Newspaper Journal</p>	<p>For this assignment, you will explore how media sources report on and interpret contemporary issues events (within last 5 years) in Mexico and the Mexican-origin community in the United States. Each week you will read two articles on Mexico and Mexicans and write a brief (3-4 sentence) summary of the article. Please note the title, date and source of your newspaper articles (no need to include the URL) for each submission. NB: in week one, you will be required to read/summarize <u>only one</u>.</p> <p>Please discuss a <u>maximum of four articles related to drugs</u> and the drug trade during the semester.</p> <p>The articles and summaries will be kept in an on-going document and collected three times during the semester. Please submit an electronic version to <b>both</b> Mr. Senory and Dr. Vrana via email by the date due (see Course Schedule). At the end of the semester you will have read twenty-nine articles and written as many summaries (1 article is due on Week 1 and no articles are due Week 16).</p> <p>Examples of newspapers to peruse include but are not limited to the <i>New York Times</i>, <i>Los Angeles Times</i>, <i>Washington Post</i>, and <i>Wall Street Journal</i>. For those of you who read Spanish, there are several good periodicals available; please see me if you are interested.</p> <p>Bring your journals to each class. We will begin each meeting with a brief news update.</p>	<p>200 points (20% course grade)</p>
<p>Analytical Paper</p>	<p>Propose the concept, event, person, or group that you believe has been most powerful or impactful in Modern Mexican history, bearing in mind the entirety of the class material. Defend your analysis.</p> <p>Your paper must include an adequate number of secondary and primary sources to support your argument. You should use assigned readings and outside sources. Your paper should be at least 2500 words in length.</p>	<p>200 points (20% course grade)</p>

Final Project: Podcast	Working in groups of 2-4 people (these may be the same or different to your StoryMap group), you will research a topic in Mexican history since 1821 that we may or may not have touched upon in class. You will engage theories of history, secondary materials, and original primary sources. <u>You must include one interviews.</u> What you research is largely up to you, but it should in some way reflect the entirety of the semester, as this assignment is in lieu of a final paper or final exam.  With this research, you will create a podcast. Your podcast should be at least 20 minutes long and it may be in English or Spanish (or Spanglish). You will share your podcasts with the class during the last week of class.	200 points (20% course grade)
Bonus Points	You may receive optional bonus points for attendance at and brief summary of relevant events or texts, including films, readings, concerts, and more. <u>You may submit up to two bonus points assignments for a maximum of 10 points each.</u> Please check with me in advance to review appropriate options.  Note: you are eligible to earn these bonus points only if you have completed all assignments.	20 points max.

How to calculate your grade: You will earn points for each assignment, which will add up to a possible 1000 points by the end of the semester. At any point, you can calculate your own grade by dividing the number of points you have earned by the number of points you *could have earned to that point* x 100.

#### Grade Scale

A+	980	C+	770
A	930	C	730
A-	900	C-	700
B+	870	D+	670
B	830	D	630
B-	800	D-	600

For information regarding current UF policies for assigning grade points, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

#### **Honor Code**

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>)

#### **Cell phones, tardiness, class conduct**

We may disagree at times, but together we will learn to respectfully discuss topics that are important to us. Please treat one another with generosity.

Cell phone usage during class is distracting, as are online shopping and developing your brand. In our class, please enjoy some distraction-free thinking. Please refrain from computer use that is not directly related to the class. Should you choose to succumb to distraction, you will forfeit points earned for attending class on that day.

**Accessibility and accommodations**

Students with disabilities requesting accommodations should register with the Disability Resource Center (352-392-8565 or [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which should be presented to the instructor when requesting accommodation. Students should follow this procedure as early as possible in the semester.

We will work together proactively to improve accessibility in this classroom and syllabus. I will seek opportunities to make assignments, discussion, the classroom itself, and technologies more accessible. Please let me know how I can support you.

**Course evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

[Note: I may update the syllabus in the course of the semester. If changes are made, they will be announced, and the updated syllabus will be made available on the course Canvas site.]

**UF Policies & COVID-19 Precautions in our Classroom**

In accordance with UF policies, I expect that you will wear a mask while you are in class.

This class will not have a Hy-Flex option unless I decide it is expedient to change the policy.

I will audio record my lectures. These recordings will be available on the course Canvas page under the Modules. They will be posted as quickly after each class as possible.

In order to encourage you to mask, screen, and report, I will not assign an attendance grade based on presence in class, but rather on participation. It is your responsibility to participate in class throughout the semester. Absences related to COVID-19 infection will be treated like other illnesses in accordance with UF's attendance policy.

Office hours will be available to you in in-person and Zoom modalities (see pg. 1 of the syllabus). You are free to choose which you would prefer. Masks are expected during office hours.

Please review UF policies regarding quarantine and isolation here: <https://coronavirus.uflhealth.org/screen-test-protect-2/information-for/students/student-isolation-and-self-quarantine/>.

**Resources**

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

-- COURSE SCHEDULE --

**Week 1: Introduction and Course Objectives: Where and What is Mexico today?**

August 24 & 26

- Gabriela Soto Laveaga, "Every American needs to take a history of Mexico class," *Washington Post* July 22, 2021. [CANVAS]

**Week 2: México, Profundo?**

August 31 & September 2

- MR: Chapter 1: The Search for "Lo Mexicano," pp. 1-40
- Complete Mexico Map Assignment (due Thursday) [CANVAS]

**Week 3: Independence and the Early Republic**

September 7 – No class on September 9

- MR: Chapter 4. Trials of the Young Republic, pp. 169-170, 189-195, 220-262
- Corinna Zeltsman, "Defining Responsibility: Printers, Politics, and the Law in Early Republican Mexico City," *HAHR* (2018) 98 (2): 189-222. [CANVAS]

\*\*Dedicated time for StoryMaps set up and exploration on Thursday\*\*

**Week 4: Liberals, Conservatives, and Outsiders**

September 14 & 16

- Excerpts, Frances Calderón de la Barca, *Life in Mexico* [CANVAS]
- Excerpts, John Lloyd Stephens, *Incidents of Travel in Central America, Chiapas and Yucatán*, TBD [CANVAS]
- Frederick Catherwood, facsimile lithographs from *Views of Ancient Monuments in Central America, Chiapas, and Yucatán*, available here: <https://www.smith.edu/libraries/libs/rarebook/exhibitions/catherwood/>
- Karen Caplan, "National Liberalism, Local Liberalisms," in *Indigenous Citizens: Local Liberalism in Early National Oaxaca and Yucatán*, pp. 1-37 [CANVAS]

Bonus points: Paul Sullivan's *Unfinished Conversations* or Karen Caplan, *Indigenous Citizens: Local Liberalism in Early National Oaxaca and Yucatán*

\*\*StoryMaps are due on Thursday\*\*

**Week 5: Occupation and Anti-Colonial Wars Maximilian and Caste War**

September 21 & 23

- MR: Chapter 4. Trials of the Young Republic, pp. 263-272
- David Kazanjian, "Chapter 3. 'En Sus Futuros Destinos': Casta Capitalism," in *The Brink of Freedom: Improvising Life in the Nineteenth-Century Atlantic World*, pp. 156-190. [UF LIBRARIES EBOOK]

\*\*Newspaper Journal is due on Thursday (first submission)\*\* -- you should have 9 done by this date

**Week 6: The Porfiriato**

September 28 & 30

- MR: Chapter 4. Trials of the Young Republic, pp. 273-293
- Joseph and Buchenau, "Chapter 2 Porfirian Modernization and Its Costs," in *Mexico's Once and Future Revolution*, pp. 15-36 [UF LIBRARIES EBOOK]

### **Week 7: The Porfiriato, Continued**

October 5 & 7

- Cristina Rivera Garza, “Beyond Medicalization: Asylum Doctors and Inmates Produce Sexual Knowledge at the General Insane Asylum La Castañeda in Late Porfirian Mexico,” in *The Famous 41*, McKee Irwin, et al., eds. [CANVAS]
- Victor M. Macías-González, “The Lagartijo at The High Life: masculine consumption, race, nation, and homosexuality in Porfirian Mexico” in *The Famous 41*, McKee Irwin, et al., eds. [CANVAS]
- Selections by Ricardo Flores Magón from *Dreams of Freedom: A Ricardo Flores Magón Reader*

Bonus points: Robert McKee Irwin, et al, *The Famous 41: Sexuality and Social Control in Mexico, 1901* OR  
Additional Flores Magón writings

### **Week 8: The Mexican Revolution, 1910-1920**

October 12 & 14

- MR: Selections from Chapter 5. Revolution: Introduction, pp. 333-343, 357-371, 398-402
- Joseph and Buchenau, “Chapter 3 The Revolution Comes (and Goes)” and “Chapter 4 The Violent Climax of the Revolution,” in *Mexico’s Once and Future Revolution*, pp. 37-85 [UF LIBRARIES EBOOK]

Bonus points: *Vámonos con Pancho Villa* (US 1936/1939)

### **Week 9: The Mexican Revolution, Aftermath and Memory**

October 19 & 21

- Carlos Fuentes, *The Death of Artemio Cruz*

\*\*Podcast workshop on Thursday\*\*

### **Week 10: Cardenismo**

October 26 & 28

- MR: Chapter 5. Revolution, pp. 411-417, 421-460
- Joseph and Buchenau, “Chapter 5 Forging and Contesting a New Nation, 1920-1932,” 87-115 [UF LIBRARIES EBOOK]

\*\*StoryMaps are due on Thursday\*\*

### **Week 11: The Limits of the Progressive PRI – In-Class Film, *Los Olvidados* (Mexico/Spain, 1950)**

November 2 & 4

- MR: Chapter 6. The Perils of Modernity, pp. 461-481, 492-499
- Joseph and Buchenau, “Chapter 6, “Resurrecting and Incorporating the Revolution, 1932-1940” in *Mexico’s Once and Future Revolution*, pp. 87-116.
- Ann S. Blum, “Breaking and Making Families: Adoption and Public Welfare, Mexico City, 1938-1942,” in *Sex in Revolution* [CANVAS]

\*\*Newspaper Journal is due on Thursday (second submission)\*\* (21 done by this date)

### **Week 12: Dictablanda, the Perfect Dictatorship**

November 9 – No class on November 11



- Joseph and Buchenau, “Chapter 7, The ‘Perfect Dictatorship,’ 1940-1968,” in *Mexico’s Once and Future Revolution*, pp. 141-165. [UF LIBRARIES EBOOK]

### **Week 13: Resistance and Repression**

November 16 & 18

- MR: Chapter 7. From the Ruins, pp. 553-569
- Joseph and Buchenau, “Chapter 8, The Embers of Revolution, 1968-2000,” in *Mexico’s Once and Future Revolution*, pp. 167-196 [UF LIBRARIES EBOOK]
- Browse the National Security Archive’s online archive, “Tlatelolco Massacre: Declassified U.S. Documents on Mexico and the Events of 1968” here:  
<https://nsarchive2.gwu.edu/NSAEBB/NSAEBB10/intro.htm>

Bonus points: view *Canoa: A Shameful Memory* (Mexico 1976) OR *Rojo Amanecer* (Mexico 1989) outside of class  
OR read Poniatowska’s *Massacre in Mexico*

### **Week 14: Neoliberalism, NAFTA, and Dissenters**

November 23

- MR: Chapter 7. From the Ruins, pp. 598-612, 619-624, 638-645, 655-669, 699-707
- Alysia Gálvez, “Introduction and Chapter [TBD],” *Eating NAFTA: Trade, Food Policies, and the Destruction of Mexico*
- Film: *Sleep Dealer* (U.S./Mexico 2008) [will not be screened in class—watch outside of class during Thanksgiving Break]

\*\*Analytical Paper is due on Thursday\*\*

### **Week 15: Greater Aztlan**

November 30 & December 2

- MR: Chapter 8. The Border and Beyond, 731-733, 747-749
- Valeria Luiselli, *Tell Me How It Ends*
- Film: *I Am No Longer Here* (US/Mexico, 2020)

\*\*Newspaper Journal (final submission) is due Thursday\*\*

### **Week 16: Wrap Up and Podcast Presentations**

December 7

Possible bonus points: Read Jason de León’s book, *The Land of Open Graves* OR Watch Film: *Who is Dayani Cristal?* (U.S. 2013) [will be screened in class] <https://vimeo.com/136622440>

### **Final Exam Period: 7:30-9:30am on December 14, 2021**

[NB. We will not meet at this time, unless otherwise notified.]

\*\*Podcasts are due by the end of the Final Exam period\*\*

\*\*Final StoryMaps are due by end of Final Exam period\*\*

## How to get started with ArcGIS StoryMaps:

1. Set up your ArcGIS account through UF. Here's a website with information:  
<https://www.geoplan.ufl.edu/software/getagol/>.
2. Sign in to AGOL with your GatorLink credentials. <http://ufl.maps.arcgis.com> > click Sign In > choose "University of Florida" > enter GatorLink Credentials  
This will automatically give you AGOL access with the "Publisher" role and a credit budget of 1000. [What are credits?](#)
3. User name and Bio. Update your user name and add a brief bio if you want.
4. Create your group. Once everyone in your group has signed up for their ArcGIS account through UF, then you can add them to your Group  
Choose "Groups" > Choose "Create group" > enter a group name, summary, and tag(s) that correspond to your theme
5. Group membership. Make sure these options are selected: "My organization's members only," "By invitation," "All organization members," and "All group members." These settings will allow you to find your group members, to work on the same project simultaneously, and for me to see your groups in case there are issues. Here is a useful ArcGIS blog on this topic: <https://www.esri.com/arcgis-blog/products/story-maps/constituent-engagement/optimize-group-settings-to-share-stories-like-never-before/>.
6. Navigate to StoryMap. Choose "Content" > Choose "StoryMaps" and then begin to create your StoryMap.
7. Creating. Experiment and have fun with this tool. Remember that it's strength is in the use of maps and media.
8. Editing. When you need to stop working on your StoryMap, you can simply exit the program and your edits will be saved. You can access your StoryMap and begin working again by logging in to AGOL and selecting it from your "Item gallery."
9. Sharing your StoryMap. When you are ready for your StoryMap to be seen, choose "Publish" > Choose "Everyone (Public)." The URL in your browser should be the URL to view the StoryMap (Mr. Senory and I will need this to grade your work.)
10. Helpful Tutorials. There are numerous tutorials and help sheets to get your thoughts flowing. Here are a few helpful resources:

Here is a start-to-finish Platform Tutorial from UT Libraries on using StoryMaps:

[https://curriculum.liliasbenson.utexas.edu/platform\\_tutorial/tutorial-creating-map-storymaps/](https://curriculum.liliasbenson.utexas.edu/platform_tutorial/tutorial-creating-map-storymaps/)

Also from UT Libraries, an excellent place to get primary source images:

<http://utw10890.utweb.utexas.edu/contenttype/all-primary-sources-exhibitions/>

Here are some sample StoryMap projects:

- Decades of Resistance: Political Movements and Protest Pins since 1960  
(<https://storymaps.arcgis.com/stories/cfa65c76822d481ea76ae7a250b6cb30>)
- Preserving Significant Places of Black History  
(<https://storymaps.arcgis.com/stories/2e2f8343e7254e948f5a0d3699ba91fd>)
- Traveling Words and Sounds: The PALABRA Archive from the Hispanic Reading Room  
(<https://www.loc.gov/ghe/cascade/index.html?appid=2ac5e96246b442afa419a6c6842b1eae&bookmark=The%20PALABRA%20Archive>)
- Deaf Clubs of New York City (<https://storymaps.arcgis.com/stories/889f810f371f415f9907ba684758b9c7>)
- The Global Lives of Indian Cotton  
(<https://storymaps.arcgis.com/stories/20f488863e4a41a892f0dd7a346180c0>)
- Pancakes and Silver: Historic Map Reading, Data Extraction, and 3D Visualization  
(<https://storymaps.arcgis.com/stories/4586c60dc91744cbae9967442f990468>)

- The Travels of Indiana Jones: Action, Adventure, and Archaeology  
(<https://storymaps.arcgis.com/stories/87248717825e4d0d917618a459d73509>)