



# Modern Mexico

LAH 4433 / Spring 2026

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

Keene-Flint 0105

Dr. Heather Vrana

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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 film clips, and 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 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, 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.

### 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 pages are 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 (or four, if you choose) books for this class.

### **Texts to buy:**

- Gilbert M. Joseph and Timothy J. Henderson, *The Mexico Reader: History, Culture, Politics* (“MR” in syllabus)
  - This book is available in e-book format at UF Libraries, or you may prefer a hard copy.
  - Page numbers in the syllabus come from the 2022 edition
- Nellie Campobello, *Cartucho*
- Juan Rulfo, *The Burning Plain and other stories*
- 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 books about Mexican history; see me if you are interested.

### **Assignments and Grading:**

Participation	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 on Canvas. I reserve the right to modify the grade, either up or down.  Requirements for make-up exams, assignments, and other work in this course are consistent with university policies.	200 points
Mexico Map Activity	In lieu of a map test, you will complete this map activity, which is kind of like a scavenger hunt. Due January 22.	50 points

Reading Quizzes	Reading Quizzes will occur weekly. They will be worth 10 points each. There are no makeups for reading quizzes, but we will drop your two lowest quiz grades.	100 points
Oral History Interview	<p>For this assignment, you will interview a Mexican or Mexican-American person and ask them to reflect on an historical event in Mexico or the U.S. (and related to Mexico) that they experienced. Your interview should be at least 15 minutes in length and include at least 4 questions.</p> <p>First, find a good interview subject; second, prepare thoughtful questions; third, schedule, conduct, and record the interview; finally, reflect on and then write a 1000-word analysis of the interview. You will submit both the interview audio file and your paper. Due April 9.</p>	150 points
Podcast	<p>Working in groups of about 3-5 people, you will research a topic in the history of Modern Mexico 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 should try to include one interview.</u> What you research is largely up to you, but it should in some way reflect key themes of our semester. With this research, you will create two episodes of a podcast. Each episode should be between 20-30 minutes long and it may be in English or Spanish (or Spanglish). Each episode should have an outline; a script; and use theme music and transition sounds. You will share your podcasts with your classmates periodically in the semester. You will share your outlines or scripts with me. It should be transmitted in mp3 format.</p> <p>Episode 1: Due February 12 by noon      Episode 2: Due March 12 by noon      Episode 3: Due April 27 by noon</p>	300 points (100 points per podcast episode)
Reflective Paper	<p>Think first, then write a formal essay answering the following questions: what have you learned in this class? How has it changed your view of the world? Try and distill your learning into a single or a couple ideas. Then, 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. Which readings were most impactful and why? Make clear reference to as many of the course readings as possible.</p> <p>Your paper must include an adequate number of <i>assigned</i> secondary and primary sources to support your argument. Your paper should be 1500-2000 words in length. For more details, see the rubric on Canvas. Due April 24, midnight.</p>	200 points
Extra Credit	You may receive optional bonus points for attendance at and brief summary and analysis of relevant events, like films, art exhibits, concerts, for instance.	20 points max.

	<p><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.</p> <p>Note: you are only eligible to earn these bonus points if you have completed all assignments.</p>	
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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

**This course complies with all UF academic policies.** For up to date information on those policies and resources for students, please see [this link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/) (<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>).

Here are some highlights:

**Attendance:** Attendance is mandatory for this class. There are many acceptable reasons for absence, including illness, serious accidents or emergencies (affecting you, your roommates, or your family), severe weather, “special curricular requirements,” military obligation, jury duty, subpoenas, and religious holidays. Other reasons, like a job interview or club activity, are a little more debatable. The key is that you reach out to me as soon as possible.

“For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.”

Regarding makeup work: “Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.”

**Accessibility & Accommodations:** Students with disabilities who want to access academic accommodations should connect with the Disability Resource Center (<https://disability.ufl.edu/get-started/>).

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

**UF's Honesty Policy:** 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.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please reach out to me.

\*\*Uncited use of AI, including ChatGPT and other Large Language Models (LLMs), is plagiarism and a violation of the Honor Pledge.\*\*

**Campus Health & Wellness:** UF Whole Gator Resources: Visit <https://one.uf.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

-- COURSE SCHEDULE --

**Week 1: Syllabus Day & Introduction and Course Objectives: What is Mexico? [approx. 20 pgs.]**

January 13 & 15

- Octavio Paz, "The Sons of La Malinche," in *The Mexico Reader*, pp. 22-29
- Alma Guillermoprieto, "Mexico City 1992," in *The Mexico Reader*, pp. 45-55
- Guillermo Bonfil Batalla, "The Problem of National Culture," in *The Mexico Reader*, pp. 30-33

**Week 2: Independence and the Early Republic [approx. 73 pgs.]**

January 20 & 22

- José María Morelos, "Sentiments of the Nation, or Points Outlined by Morelos for the Constitution," in *The Mexico Reader*, pp. 166-168
- Agustín Iturbide, "Plan of Iguala," in *The Mexico Reader*, pp. 169-172
- Anonymous, "Décimas Dedicated to Santa Anna's Leg," in *The Mexico Reader*, pp. 189-191
- Corinna Zeltzman, "Defining Responsibility: Printers, Politics, and the Law in Early Republican Mexico City," *HAHR* (2018) 98 (2): 189-222. [CANVAS]
- Josefina Zoraida Vázquez, "War and Peace with the United States" in *The Oxford History of Mexico*, pp. 319-348 [CANVAS]

MEXICO MAP ASSIGNMENT DUE 22 JANUARY, MIDNIGHT

**Week 3: Liberals, Conservatives, and Outsiders [approx. 106 pgs.]**

January 27 & 29

- The Editors of *El Tiempo*, "A Conservative Profession of Faith," in *The Mexico Reader*, pp. 192-196
- Mariano Otero, "Considerations Relating to the Political and Social Situation of the Mexican Republic in the Year 1847," in *The Mexico Reader*, pp. 197-208
- Frances Calderón de la Barca, Excerpts from *Life in Mexico* in *The Mexico Reader*, pp. 173-181
- Luis González y González, "Liberals and the Land," in *The Mexico Reader*, pp. 209-215
- Raymond B. Craib, "Standard Plots and Rural Resistance," in *The Mexico Reader*, pp. 216-225
- Excerpts, John Lloyd Stephens, *Incidents of Travel in Central America, Chiapas and Yucatán* [CANVAS]
- Frederick Catherwood, facsimile lithographs from *Views of Ancient Monuments in Central America, Chiapas, and Yucatán*, available here: <https://library.si.edu/digital-library/book/viewsancientmon00cath>.
- Karen Caplan, "National Liberalism, Local Liberalisms," in *Indigenous Citizens: Local Liberalism in Early National Oaxaca and Yucatán*, pp. 1-37 [CANVAS]

**Week 4: Occupation and Anti-Colonial Wars: Maximilian and Caste War [approx. 70 pgs.]**

February 3 & 5

- Junta of Conservative Notables, "Offer of the Crown to Maximilian," in *The Mexico Reader*, pp. 226-227
- Empress Carlota, "A Letter from Mexico," in *The Mexico Reader*, pp. 228-232

- Benito Juárez, “The Triumph of the Republic,” in *The Mexico Reader*, pp. 233-235
- “The Treaty of Guadalupe Hidalgo,” in *The Mexico Reader*, pp. 599-603
- Paul Vanderwood, “Betterment for Whom? The Reform Period: 1855-1875,” in *The Oxford History of Mexico*, pp. 349-372 [CANVAS]
- Heather L. McCrea, “On Sacred Ground: The Church and Burial Rites in Nineteenth-Century Yucatán, Mexico,” *Mexican Studies/Estudios Mexicanos* 23, no. 1 (2007): 33-62. [UF LIBRARIES & CANVAS]

**Week 5: The Porfiriato [approx. 98 pgs.]**

February 10 & 12

- Channing Arnold and Frederick J. Tabor Frost, “Porfirio Díaz Visits Yucatán,” in *The Mexico Reader*, pp. 236-240
- B. Traven, “Scenes from a Lumber Camp,” in *The Mexico Reader*, pp. 241-246
- Anonymous, “Gift of the Skeletons,” in *The Mexico Reader*, pp. 254-255
- James Creelman, “President Díaz, Hero of the Americas,” *Pearson’s Magazine* vol. XIX, no. 3 March 1908 [CANVAS]
- Joseph and Buchenau, “Chapter 2 Porfirian Modernization and Its Costs,” in *Mexico’s Once and Future Revolution*, pp. 15-36 [CANVAS or UF LIBRARIES EBOOK]
- Lawrence Cardoso, “Chapter 1 Porfirian Mexico: The Background of Massive Emigration,” in *Mexican Emigration to the United States, 1897-1931*, pp. 1-17 [CANVAS or OPEN ACCESS]

PODCAST EPISODE 1 DUE FEBRUARY 12, 12PM

**Week 6: The Porfiriato, Continued [approx. 94 pgs.]**

February 17 & 19

- Ricardo Flores Magón, “Bases for the Unification of the PLM,” “Manifesto to the Nation: The Plan of the Partido Liberal Mexicano,” “1906 PLM Program,” and “Manifesto, September 23, 1911,” in *Dreams of Freedom: A Ricardo Flores Magón Reader* [CANVAS]
- 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]
- Jeffrey Pilcher, “Fajitas and the Failure of Refrigerated Meatpacking in Mexico: Consumer Culture and Porfirian Capitalism,” *The Americas* 60, no. 3 (2004): 411-429. [CANVAS or UF LIBRARIES]
- Robert M. Buffington and William E. French, “The Culture of Modernity,” in *The Oxford History of Mexico*, pp. 373-406 [CANVAS]

**Week 7: The Mexican Revolution, 1910-1913 [approx. 112 pgs.]**

February 24 & 26

- Emiliano Zapata and Others, “Plan of Ayala,” in *The Mexico Reader*, pp. 283-287
- Joseph and Buchenau, “Chapter 3 The Revolution Comes (and Goes)” in *Mexico’s Once and Future Revolution*, pp. 37-54 [UF LIBRARIES EBOOK]
- Nellie Campobello, *Cartucho*

## **Week 8: The Mexican Revolution, 1914-1920 and in Historical Memory [approx. 43 pgs.]**

March 3 & 5

- William O. Jenkins, "Mexico Has Been Turned into a Hell," in *The Mexico Reader*, pp. 300-305
- John Reed, "What About Mexico?," *The Masses*, June 1914
- The Constitution of 1917, Articles 27 and 123, in *The Mexico Reader*, pp. 348-352
- Joseph and Buchenau, "Chapter 4 The Violent Climax of the Revolution," in *Mexico's Once and Future Revolution*, pp. 55-85

## **Week 9: Cardenismo [approx. 66 pgs.]**

March 10 & 12

- Anonymous, "The Socialist ABCs," in *The Mexico Reader*, pp. 361-366
- Plutarco Elías Calles, "Mexico Must Become a Nation of Institutions and Laws," in *The Mexico Reader*, pp. 370-374
- Carlos Fuentes, "The Formation of the Single-Party State," in *The Mexico Reader*, pp. 375-376
- Gilbert M. Joseph and Allen Wells, "The Rough and Tumble Career of Pedro Crespo," in *The Mexico Reader*, pp. 377-386
- Salvador Lemus Fernández, "A Convention in Zacapu," in *The Mexico Reader*, pp. 387-392
- Fernando Benítez, "The Agrarian Reform in La Laguna," in *The Mexico Reader*, pp. 393-398
- Josephus Daniels, "The Oil Expropriation," in *The Mexico Reader*, pp. 399-402
- Joseph and Buchenau, "Chapter 5 Forging and Contesting a New Nation, 1920-1932," pp. 87-115 [UF LIBRARIES EBOOK]

PODCAST EPISODE 2 DUE MARCH 12, 12PM

!!!SPRING BREAK!!!

## **Week 10: The Limits of the Progressive PRI [approx. 120 pgs.]**

March 24 & 26

- Juan Rulfo, "They Gave us the Land," "Hill of the Comadres," "We're very poor," "The Man," and "The Burning Plain" in *The Burning Plain [El llano en llamas] and other Stories*
- Daniel Cosío Villegas, "Mexico's Crisis," in *The Mexico Reader*, pp. 412-422
- David Alfaro Siqueiros, "Art and Corruption," in *The Mexico Reader*, pp. 433-439
- 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]

## **Week 11: Dictablanda, the Perfect Dictatorship [approx. 71 pgs.]**

March 31 & April 2

- Elena Poniatowska, "The Student Movement of 1968" in *The Mexico Reader*, pp. 501-514
- 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>
- Joseph and Buchenau, "Chapter 7, The 'Perfect Dictatorship,' 1940-1968," in *Mexico's Once and Future Revolution*, pp. 141-165. [UF LIBRARIES EBOOK AND CANVAS]

- John W. Sherman, “The Mexican ‘Miracle’ and its Collapse,” in *The Oxford History of Mexico*, pp. 537-568 [CANVAS]

**Week 12: The “Subversive Seventies” [approx. 64 pgs.]**

April 7 & 9

- Victims’ Coordinating Council, “After the Earthquake,” in *The Mexico Reader*, pp. 524-533.
- Joseph and Buchenau, “Chapter 8, The Embers of Revolution, 1968-2000,” in *Mexico’s Once and Future Revolution*, pp. 167-196 [UF LIBRARIES EBOOK AND CANVAS]
- Gladys McCormick, “Torture and the Making of a Subversive During Mexico’s Dirty War,” in *México Beyond 1968: Revolutionaries, Radicals, and Repression During the Global Sixties and Subversive Seventies*, pp. 254-272.

In-Class film Screening of *Canoa: A Shameful Memory* on Tuesday

ORAL HISTORY INTERVIEW & PAPER DUE APRIL 9, NOON

**Week 13: NAFTA and the Neoliberal Nineties [approx. 40 pgs.]**

April 14 & 16

- The COCEI, “The Political Manifesto of the COCEI of Juchitán, Oaxaca,” in *The Mexico Reader*, pp. 546-549
- Zapatista Army of National Liberation, “EZLN Demands at the Dialogue Table,” in *The Mexico Reader*, pp. 561-568
- Marián Peres Tsu, “A Tzotzil Chronicle of the Zapatista Uprising,” in *The Mexico Reader*, pp. 569-582
- Mark Weisbrot and Vicente Fox, “Assessing NAFTA: Before and After,” in *The Mexico Reader*, pp. 682-686
- Alydia Gálvez, “Introduction,” *Eating NAFTA: Trade, Food Policies, and the Destruction of Mexico*

**Week 14: Mexico in the New Millennium [approx. 106 pgs.]**

April 21

- Pat Mora and Gina Valdés, “Two Poems about Immigrant Life,” in *The Mexico Reader*, pp. 645-647
- John Gibler, “Ayotzinapa: A Father’s Testimony,” in *The Mexico Reader*, pp. 687-693
- Ioan Grillo, “The Narco Who Died Twice,” in *The Mexico Reader*, pp. 694-701
- Andrés Manuel López Obrador, “AMLO on Corruption,” in *The Mexico Reader*, pp. 702-707
- Nich Ixim Midwives Movement, “Declaration of the Midwives Movement of Chiapas Nich Ixim,” in *The Mexico Reader*, pp. 730-732
- Valeria Luiselli, *Tell Me How It Ends*

REFLECTIVE PAPER DUE APRIL 24, MIDNIGHT

PODCAST EPISODE 3 DUE APRIL 27, 12PM

## Some Films, Fiction & Music from Modern Mexico

Students often ask for extra readings or films that I think are relevant or helpful for understanding the course material. I'll include several of those at the end of each week's slides. But here are longer lists of material I think you might like.

### Films

- *Vámonos con Pancho Villa* (US 1936/1939)
- *Los Olvidados* (Mexico/Spain, 1950)
- *El Norte* (Mexico, 1983)
- *Rojo Amanecer* (Mexico 1989)
- *La Ley de Herodes* (Mexico, 1999)
- *Amores Perros* (Mexico, 2000)
- *Y Tú Mamá También* (Mexico, 2001)
- *Frida* (Mexico, 2002)
- *Day Without a Mexican* (Mexico, 2004)
- *Sleep Dealer* (US/Mexico, 2008)
- *Who is Dayani Cristal?* (US 2013)
- *Güeros* (Mexico, 2014)
- *Roma* (Mexico 2018)
- *I Am No Longer Here* (US/Mexico, 2020)
- *Noche de Fuego* (Mexico, 2021)

### Non-Fiction Books (just a few here because we will have read a lot!)

- Octavio Paz, *The Labyrinth of Solitude*
- Paul Sullivan, *Unfinished Conversations: Mayas and Foreigners between Two Wars*
- David Kazanjian, *The Brink of Freedom: Improvising Life in the Nineteenth-Century Atlantic World*
- Elena Poniatowska, *Massacre in Mexico*
- Jason de León, *The Land of Open Graves*

### Novels

- Yuri Herrera, *Signs Preceding the End of the World*
- Luis Zapata, *El vampiro de la colonia Roma*
- Mariano Azuela, *The Underdogs*
- Graham Greene, *The Power and the Glory*
- Juan Rulfo, *Pedro Páramo*
- Laura Esquivel, *Like Water for Chocolate*
- Silvia Moreno-García, *Mexican Gothic*

### Bands and Musical Artists

- Pedro Infante
- Vicente Fernandez (and his son, Alejandro)
- Augstín Lara
- Chavela Vargas
- Juan Gabriel
- Luis Miguel
- Flor Silvestre
- Los Teen Tops
- Los Tigres del Norte
- Los Tucanes de Tijuana
- El Tri
- La Maldita Vecindad
- Caifanes (and their spin-off Jaguares)
- Maná
- Julieta Venegas
- Los Ángeles Azules
- Selena (y los Dinos)
- Kumbia Kings
- Grupo Frontera
- Nortec Collective
- K-Paz de la Sierra
- Los Bukis
- Ana Gabriel
- Paulina Rubio
- Gloria Trevi
- RBD
- Natalia Lafourcade

**Rubric for Group Podcast Assignment**  
**LAH 4433: Modern Mexico**  
**Spring 2026**

Working in groups of about 3-5 people, you will research a topic in the history of Modern Mexico that we may or may not have touched upon in class. You will engage theories of history, secondary materials, and original primary sources. You should try to include one interview. What you research is largely up to you, but it should in some way reflect key themes of our semester. With this research, you will create three episodes of a podcast. Each episode should be between 20-30 minutes long and it may be in English or Spanish (or Spanglish). Each episode should have an outline; a script; and use theme music and transition sounds. You will share your podcasts with your classmates periodically in the semester. You will share your outlines or scripts with me.

Episode 1: Due February 12 by noon

Episode 2: Due March 12 by noon

Episode 3: Due April 27 by noon

Group Members:

Did you...	Exceptionally Well	Well	Acceptably	Poorly
Work in a group?				
Engage theories of history, secondary materials, and original primary sources?				
Create a podcast of 20-30 minutes?				
Have an outline and/or script (or other evidence of clear organization)?				
Use theme music/transition sounds?				
Include an interview (bonus)?				
Other notes/comments:				

Grade: / 100 points

**Rubric for Oral History Interview**  
**LAH 4433: Modern Mexico**  
**Spring 2026**

For this assignment, you will interview a Mexican or Mexican-American person and ask them to reflect on an historical event in Mexico or the U.S. (and related to Mexico) that they experienced. Your interview should be at least 15 minutes in length and include at least 4 questions.

First, find a good interview subject; second, prepare thoughtful questions; third, schedule, conduct, and record the interview; finally, reflect on and then write a 1000-word analysis of the interview. You will submit both the interview audio file and your paper. Due April 9.

Name:

Did you...	Exceptionally Well	Well	Acceptably	Poorly
Choose an appropriate interview subject?				
Ask them to reflect on an historical event in Mexico or the U.S. and related to Mexico that they experienced?				
Pose 4 thoughtful questions?				
Record an interview that was at least 15 minutes long and submit the recording to us in an accessible format?				
Compose an analysis of the interview that was well-written and well-organized (and 1000 words in length)?				
Include a bibliography of all consulted sources correctly formatted in Chicago style?				
Other notes/comments:				

**Rubric for Reflective Paper**  
**LAH 4433: Modern Mexico**  
**Spring 2026**

Name:

Did you...	Exceptionally Well	Well	Acceptably	Poorly
Include a title?				
Include an introduction?				
Address the questions “What have you learned in this class?” and “How has it changed your view of the world?”				
Propose the concept, event, person, or group that you believe has been most powerful or impactful in Modern Mexican history?				
Discuss which readings were most impactful and explain why?				
Utilize primary sources <i>assigned</i> for class?				
Utilize secondary sources <i>assigned</i> for class?				
Compose a paper that was well-written and well-organized (between 1000-1500 words)?				
Include a bibliography of all consulted sources correctly formatted in Chicago style?				
Other notes/comments:				

Grade: / 200 points