

History 4200/6200
Revolutionary Mexico
T/Th
Leconte Hall, Rm. 341
11-12:15

Pamela Voekel

Office: 301C, Leconte Hall

Office Hours: Th, 3:30-5:30

or by appointment. Please come see me! Email: voekel@uga.edu



The course focuses on the causes and consequences of the great Mexican Revolution. What role did commercialization, foreign investment, land concentration, proletarianization, state building, and incipient nationalism play in provoking this uprising? Who were the principal actors? Did the revolution radically alter the distribution of power and resources in Mexico? Or was it betrayed by its leaders and the muscular central state they created? Why did Mexican nationalists raid the country's indigenous history to create new national myths? What role did shifts in gender identity play in state building and rural resistance to modernization projects before

and after the Revolution? To assess the Revolution's legacy, we will adopt different chronological standpoints: what changed during Cardenas' radical 1930s regime? Is the current regime the Revolution's unexpected spawn or does it represent a radical break with Mexico's past? How can the gains and failures of the Revolution help us understand the immigration battles wracking places like Athens and Atlanta?

The course is also designed as an introduction to the discipline of History, to the assumptions we have about what history means, and to the questions historians ask of the documents and books we read.

1. One of the primary goals of this course is for you to learn to write clear, forceful, analytical essays. Thus, by far the most important text in this course is Writing with Style--a text that you will become intimately familiar with over the course of the semester. To ensure that you get the help you need to write provocative essays, I will divide the class into writing groups. Based on a careful reading of this writing guide, everyone will be responsible for offering constructive editorial suggestions on your group's essays.
2. Enough copies of your essay for every member of your writing group and for the instructor are due by a strict deadline in class on the day the assignment is due. Because your essays will form the basis of class discussion, and because your writing group needs your paper, late essays will receive a lower grade. All essay questions will be based on lectures, discussions, and both primary sources from the period and secondary readings. I will hand out essay questions two weeks before the assignment is due. Essays turned in late to me will drop 5 points out of 100 for every day that they are late. Please don't turn your papers in late. Students who do not bring an essay to class for peer editing will lose ten points on their final essay grade.
3. There will be both spontaneous and carefully planned discussions in this class and you should be prepared to participate. Be ready to cite the texts to back up your assertions!
4. There will be a quiz on the readings and the writing guide every Tuesday. Please be prepared to make two comments on the writing guide and to respond to a basic question on that day's reading. You can make up one of these quizzes during the semester. To make up a quiz, please take 10 minutes to write two comments on the writing guide and one comment on the central argument of the reading. Please turn in make up quizzes within one week. I will not hand back your quizzes. I will, however, save your quizzes and use them as one component of your class participation grade.
5. **Your grade** will be based on three six-page essays (75%), two two-page essays (15%), and your class participation (10%), which includes your quizzes, attendance, and participation in a writing group. The first short essay (600 words) is due to me on Tuesday, 5 September. The second essay is due on 3 October to your writing group and to me at the beginning of class on 5 October; you will need to bring four copies of your essay to class on 3 October. The third essay is due to your writing group on 2 November (seven pages); please bring four copies to class. The fourth essay (2 pages) is due on 14 November. The final exam essay will be due on 8 December by high noon. If you are unsure about footnote style, please consult the Chicago Manual of Style or another style guide. Please note that all assignments must be typed and double-spaced with endnotes or footnotes. If you receive a grade of D or lower on an essay, you are required to come to my office hours or to make an appointment to discuss rewriting your essay. I am here to help. I encourage everyone to come see me during my office hours at least once during the semester.

Extra Credit Option: you are welcome to host a film at your home or in the library for extra credit. Please note that this extra credit will be applied to your participation grade. Films: Viva Zapata, Y Tu Mama Tambien, Amores Perros, A Place Called Chiapas, Los Olvidados, El Norte.

6. All of the class readings, including the course pack, are on reserve in the main library and all of the books are available for purchase in the bookstore. There is a packet of course readings (the course pack) available from Bel-Jean copies, which is located across the street from the arch. I have also put these articles on reserve and on electronic reserve. The access code for electronic reserve is my last name: voekel.

7. Please buy the books and the course pack of readings as soon as possible. You should bring the reading to class with you everyday. I may ask people who fail to bring the readings to leave; if this happens to you, you will be counted as absent for that day.

BOOKS AVAILABLE FOR PURCHASE AT THE BOOKSTORE OR ON RESERVE IN THE LIBRARY

Michael Gonzalez	<u>The Mexican Revolution, 1910-1940</u>
John Womack	<u>Zapata and the Mexican Revolution</u>
James Scott	<u>Seeing Like a State</u>
Luis Alberto Urrea	<u>The Devil's Highway</u>
Ana Alonso	<u>Thread of Blood</u>
Guillermo Bonfil Batalla	<u>México Profundo. Reclaiming a Civilization</u>
John Trimble	<u>Writing with Style</u>

Course packet (available in hard copy from the reserve desk or from electronic reserve. I strongly suggest that you purchase it at Bel-Jean Copies, which is located across the street from the arch).

The access code for electronic reserve is my last name: voekel.

Attendance is mandatory. For every absence after two absences your grade will drop half a letter. Do not take this class if you know you will have to miss more than two class sessions.

The Schedule

Week One, August 17

Introduction to the Course

Week Two, August 22/24

The Mexican Revolution: A Short Introduction

Tuesday: Carefully prepare for discussion Michael J. Gonzalez, The Mexican Revolution, 1910-1940, pp. 5-60. Please be prepared for a short (ten minute) quiz on the reading. You should be prepared to respond to a basic question about the main reading for today. You should bring the readings to class everyday!!!

Thursday: “The Mexican Revolution,” this short (two pages) piece can be found at www.mexonline.com/revolution.htm There is also a copy on reserve and on electronic reserve. This reading is also in the course pack, which is for sale at Bel-Jean copies.

Week Three, August 29/31

Theories of Peasant Resistance

Tuesday: Carefully prepare for discussion James Scott, selections from Weapons of the Weak. This reading is in the course packet, which is available for purchase from Bel-Jean copies, located across the street from the arch. There will be a ten minute quiz on the Scott reading and on chapters one and two of *Writing with Style*. Please read all of the Scott reading in the packet. You should take copious notes this week; we will return to Scott and Popkin frequently in all of our discussions this semester. As always, you should bring the readings with you to class.

Thursday: Samuel Popkin, selections from The Rational Peasant. This reading is in the course pack, which is on reserve at the library and for sale at Bel-Jean Copies. Please bring the readings to class.

Week Four, September 5/7

Crucible of Villismo: Gender Disorder on the Border

Tuesday: Please read “Mexican History 1810-1940, A Chronological Summary.” The quiz today will be on the “Mexican History 1810-1940” piece (4 pages only!) and WWS, chapter two. To find this reading, go to http://nt2.man.ac.uk/multimedia/mexican_history_since_1810.htm or get it off of reserve or electronic reserve at the library. The reading is also in the course pack. Your first paper is due today. This is a short paper (no more than 600 words). Please answer the following question: How do Scott and Popkin differ on the question of what motivates peasants to revolt? We will not do a writing workshop today, so please bring only one copy of your paper to class.

Thursday: Ana Alonso, Thread of Blood: Gender and Revolution on Mexico's Northern Frontier, intro and chpts. 1-3.



Week Five, September 12/14

The Diaz Regime: Order and Progress?

Tuesday: Read: “The Making of the Porfiriato,” “The Process of Modernization,” and “The Cost of Modernization.” These three short chapters are from The Course of Mexican History and are in the course pack. You might also want to review Gonzalez, pp. 5-60. WWS, chpt. 3. There is a quiz every Tuesday.

Thursday: Please carefully prepare for discussion James Scott, “State Projects of Legibility and Simplification,” in Seeing Like a State, pp. 9-53. Organize groups for the great debate next Thursday.

Week Six, September 19/21

Modernity and Its Discontents

Tuesday: Carefully prepare for discussion, Ana Alonso, Thread of Blood, chpts. 4-7; WWS, chpt. 4. There is a quiz every Tuesday.

Thursday: Read: Howard Zinn, “The Uses of Scholarship” This is in the course pack. **The Great Debate:** The Diaz Regime and Popkin vs. The Namiquipans and James Scott. Please note that you will need to meet with your group outside of class to prepare for this debate.



Week Seven, September 26/28

The Zapatista Challenge

Tuesday: John Womack, Zapata and the Mexican Revolution, 1-97. WWS, chpts. 5-6.

Thursday: John Womack, Zapata and the Mexican Revolution, 191-256. Please be prepared to discuss the Plan de Ayala, which is in the back of this book.

Week Eight, October 3/5

Madero and the Middling Sorts

Tuesday: Your second paper is due to your writing group today. Please bring four copies of your seven-page paper to class.

Thursday: Your first paper is due to me in class today. Read: Gonzalez, The Mexican Revolution, pp. 60-91. Francisco Madero, “The Plan of San Luis Potosi.” Find at www.fordham.edu/halsall/mod/1910potosi.html and on reserve and electronic reserve as well as in the course packet. As always, you should bring the readings to class with you.

Week Nine, October 10/12

The Revolutionary State?

Tuesday: Read: Gonzalez, The Mexican Revolution, pp. 160-182. WWS, chpt. 7.

Thursday: The Constitution of 1917. Please find online at www.ilstu.edu/class/hist263/lectures/1917const.html You should read article 27 carefully. Also on reserve and electronic reserve and in the course pack. Please bring the document to class.



Week Ten, October 17/19

Revolutionary Art: Frida Kahlo and Diego Rivera

Tuesday: Read, Patrick Marnham, “North of the Border,” from Dreaming with his Eyes Open. This reading is in the course pack. WWS, chpt. 8.

Thursday: Read: Marjorie Becker, “Black, White, and Color,” in the course pack. As always, you should bring the reading to class with you.

Week Eleven, October 24/Thanksgiving Break

Cardenismo: Juggernaut or Jalopy?



Tuesday: Gonzalez, The Mexican Revolution, pp. 221-260. Jocelyn Olcott, “Laboratory of Cardenismo”; this article in the course pack. WWS, chpt. 8.

Thursday: James Scott, “The Revolutionary Party: a Plan and a Diagnosis,” in Seeing like a State, pp. 147-181. Lazaro Cardenas, “Five Year Plan” (cp). I will hand out the five year plan in class.

Week Twelve, October 31 and Nov. 2

Reading Revolutionary Mexico

Tuesday: Guilermo Bonfil Batalla, Mexico Profundo, pp. 19-58. and 94-163. WWS, chpt. 11. Given all that we have read this semester, does Bonfil Batalla’s theory of the two Mexicos make sense? Why? Why not?

Thursday: No readings. Third paper due to your writing group. Please bring four copies of your seven-page paper to class. I will hand out questions for the papers two weeks in advance.

Week Thirteen, Nov. 7/9

The Nuevo South. Revolutionary Mexico comes to Athens

Tuesday: Read the Steve Striffler chapters in the course pack.

We will be visiting Athen’s own poultry processing plant today to talk with workers, owners, and management, followed by dinner at one of our local Mexican restaurants. Time and place to be announced.

Thursday: Read Luis Alberto Urrea, *The Devil's Highway. A True Story*, pp. 1-84. WWS, chpt. 11.

Week Fourteen, November 14/16. Si se puede?

Tuesday: Read the set of editorials on immigration that I will hand out in class. There will be a quiz today on these readings, so please read all of them. Your second two-page paper is due to me today.

Thursday: Read: Luis Alberto Urrea, *The Devil's Highway*, pp. 84-150.

Week Fifteen, November 21/Thanksgiving Holiday

Tuesday: Read Luis Alberto Urrea, *The Devil's Highway*, pp. 150-222. Organize groups for the great immigration debate.

Week Sixteen, November 28/30. Greater Mexico?

Tuesday: Read: Armando Bartra, "Rebellious Cornfields"; this article in the course pack. There will be a quiz today on the Bartra article.

Thursday: The Great Debate: Immigrant Nation?

Last Day of Class, 5 December. Closing Ceremony.

Your final exam paper will be due on 8 December by 12 noon to my office, 301C Leconte. This will be a seven-page paper.