In this class, we will learn about the history of Mexico and about thinking historically. Our discussions of the struggles over ideology, identity, and citizenship that have defined modern Mexico will lead us to deeper understandings of the ways in which we tell stories about ourselves and others. We will read primary sources written by historically minded authors from across the last two hundred years, both Mexican and foreign. Through their writings, we will engage questions of nation making, regime change, rights, and accountability. We will also read works by historians who use these primary texts to grapple with similar questions from an academic perspective. Looking at the intersections between the two types of writing, we will learn about Mexico’s complicated relationship with its past and make our own arguments about how best to understand that history.

What we read in this class will require practicing critical thinking, analysis, and synthesis as we work toward an understanding of the country’s past. The majority of reading for the class is from primary sources, works produced in or just after the moments we are examining. Each week students will also read a short piece of academic scholarship. By the end of the course, students will have practice bringing these two types of sources together through in-class presentations and discussions. They will be comfortable with analyzing and synthesizing various types of primary materials, as well drawing out connections between scholarly work and its source material. Regular journaling, short essays, and presentations will help students learn best practices with regards to research, analysis, and communication.

**Required Books**

The following books are available on reserve, used via Amazon or AbeBooks, and at Bird in Hand and the campus bookstore. All other materials are available through the course website or through the online database JSTOR (finding articles for yourself is a good introduction to some of the resources available through the library).


ASSIGNMENTS & GRADING

Weekly Work:
Weekly Questions (10%) – due Tuesday night each week
Post two or three broad questions about the week’s reading in the shared workspace on the course website.

- Post large questions, not things that Wikipedia can answer for you.
- Post questions you think would lead to good discussion or questions that might make a good research project.
- As you add to the workspace, engage with other students’ posts.

Online Journal (20%) – due last Wednesday of each unit
Submit an informal response journal (300-500 words) for each unit through Blackboard. This does not need to be a polished piece of writing, but should include:

- A 1-2 sentence summary of the arguments of the secondary readings for the unit
- Discussion of the primary readings for the unit
- Thoughts about the intersections and dissonances between the readings, lectures, and discussions
- Questions that you have about any of the above

In Class Participation (20%)
Students should arrive on time to class and must actively participate in discussion. Complete all secondary readings by Wednesday of the week they are assigned and primary readings by the second Wednesday of each unit. Bring readings to class.

Once During the Quarter:
Map Quiz (10%) – September 18 (map and list of places posted on Blackboard)

Unit Paper (20%) – due at the time of your presentation
Write a 5-7 page formal examination of the primary source for your selected unit

- Examine the production and reception of the piece.
- Integrate lecture and readings to situate the author in his or her historical context.
- Speak to how it can be used by historians to better understand Mexican history.
- Include a bibliography of 6-8 additional sources, primary and secondary, that you could use to further examine the central text.

You can hone in on a particular theme of the work or write about the piece as a whole.

Unit Presentation (20%)
Lead discussion of the primary source on the final Wednesday of your selected unit.

- Work with the other students who share your unit to assemble a short presentation (10-15 minutes) of the primary source for the unit.
- Discuss the production, reception, and historical use of the primary source.
- After, lead your classmates in a conversation about the source, its connections to secondary readings and lectures, and the ways it could be used as a source for further research. In preparing these questions, draw on your classmate’s weekly questions posted online.
POLICIES

Screen Policy
Laptops, electronic readers, and cell phones are both a boon and a distraction to higher education. Current research suggests that most of us learn better through longhand note taking. While computers are permitted and will sometimes be helpful for retrieving readings or completing in-class activities, I suggest not engaging with your devices during class. Social media, texting, voice communication, email, and other non-class related activities are unacceptable.
If you’re curious about this policy, see recent research summarized here: www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/

Absences
Absences are excused for illness, religious observance, participation in certain university activities, and other circumstances described in the university’s policies. Inform me beforehand if you will miss class. Unexplained absences will result in a lower participation grade. If you miss class, arrange to attend office hours.

Email
I respond to email during regular business hours, 9-5, Monday thru Friday. Please use proper formatting and address when writing your email. It’s good practice.

Accommodations
Accommodations will be made for those who need them. Please come talk with me early in the semester to discuss your needs. Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Late Work and Drafts
Late assignments will be docked a grade for each day they are late (e.g., an A becomes an A- becomes a B+). Back up your computers – hard drive crashes are not an excuse. I will read drafts, so long as they are received with ample time for comment and revision before the deadline. Students should plan on attending office hours to talk about drafts.

Academic Integrity
The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. You may consult the associate dean of student conduct (or designee) by calling the Office of the Dean of Students at 410-516-8208 or via email at integrity@jhu.edu. For more information, see the Homewood Student Affairs site on academic ethics: (https://studentaffairs.jhu.edu/student-life/student-conduct/academic-ethics-undergraduates) or the e-catalog entry on the undergraduate academic ethics board: (http://ecatalog.jhu.edu/undergrad-students/student-life-policies/#UAEB).
WEEK 1: INTRODUCTION

August 31 – Introduction
September 6 – What’s at Stake?

September 5: Post thoughts on unit presentation and paper standards on Week 1 board.
No need to journal this week.
List your preferences for unit presentations on Blackboard by September 10

UNIT 1: MAKING THE MEXICAN NATION

Unit Text: Broadsides and newspaper coverage of the Mexican-American War, via the UT Arlington online exhibit “A Continent Divided: The U.S.-Mexico War” (http://library.uta.edu/usmexicowar/index.php). Read as many broadsides and newspaper articles as possible, also poke around in the other materials as you see fit.
If this is your week to present, feel free to use other sources for newspapers as well, including the Virginia Tech project “The Mexican-American War and the Media” (http://www.history.vt.edu/MxAmWar/INDEX.HTM) and the Library of Congress site (https://www.loc.gov/rr/program/bib/mexicanwar/)

WEEK 2: CIVIL WARS AND FOREIGN WARS IN THE WAKE OF INDEPENDENCE

September 12: Post questions to Unit 1 board

WEEK 3: BENITO JUÁREZ AND THE RESTORED REPUBLIC

September 18: Map Quiz at the end of class
September 19: Post questions to Unit 1 board
       Journal across the unit, finalize entry for September 20
September 20: Unit 1 group presentation and papers due

UNIT 2: THE PORFIRIATO

Unit Text: John Kenneth Turner, Barbarous Mexico (online)

WEEK 4: THE RISE OF DON PORFIRIO

September 25: Class held at Special Collections in the Brody Learning Commons
September 26: Post questions to Unit 2 board
WEEK 5: MAINTAINING THE PAX PORFIRIANA

**October 3:** Post questions to Unit 2 board
Journal across the unit, finalize entry for **October 4**
**October 4:** Unit 2 group presentation and papers due

UNIT 3: THE MEXICAN REVOLUTION
Unit Text: *Viva Zapata!* (we’ll schedule a group showing, movie also available online and reserve) as well as the collection of documents on the course website

WEEK 6: A DECADE OF VIOLENCE

**October 10:** Post questions to Unit 3 board

WEEK 7: EVERYDAY EXPERIENCES OF VIOLENCE
Mary Kay Vaughn, “Pancho Villa, the Daughters of Mary, and the Modern Woman: Gender in the Long Mexican Revolution,” in *Sex in Revolution: Gender, Politics, and Power in Modern Mexico*, p. 21-34.

or

**October 17:** Post questions to Unit 3 board
Journal across the unit, finalize entry for **October 18**
**October 18:** Unit 3 group presentation and papers due

UNIT 4: WHOSE REVOLUTION?
Unit Book: Castellanos, *The Nine Guardians*

WEEK 8: FROM REVOLUTION TO GOVERNANCE

**October 24:** Post questions to Unit 4 board

WEEK 9: INDIGENISMO

**October 31:** Post questions to Unit 4 board
Journal across the unit, finalize entry for **November 1**
**November 1:** Unit 4 group presentation and papers due
UNIT 5: CONSOLIDATION AND CRISIS
Unit Book: Poniatowska, Massacre in Mexico

WEEK 10: THE MEXICAN MIRACLE AND THE CORPORATIST STATE

November 7: Post questions to Unit 5 board

WEEK 11: AUTHORITARIANISM AND RESISTANCE

or

November 14: Post questions to Unit 5 board
Journal across the unit, finalize entry for November 15

November 15: Unit 5 group presentation and papers due

NO CLASS THANKSGIVING WEEK (NOVEMBER 20-24)

UNIT 6: WHAT COMES NEXT?
Unit Book: Corchado, Midnight in Mexico

WEEK 12: NEOLIBERALISM, NEO-ZAPATISMO, AND THE FALL OF THE PRI

November 28: Post questions to Unit 6 board

WEEK 13: WHAT STATE? NARCOS AND THE CURRENT STATE OF AFFAIRS
No secondary reading – instead, find two good pieces of reporting on a recent event in Mexico and, in your journaling, tell me what the journalists do right.

December 5: Post questions to Unit 6 board
Journal across the unit, finalize entry for December 6

December 6: Unit 6 group presentation and papers due