

HILA (History of Latin America) 131
Winter 2014
Tuesday and Thursday 2-3:20 p.m.
Warren Lecture Hall 2204

Mexico in the Nineteenth Century
From Decolonization to Revolution (1810-1910)

Instructor: Dr. Eric Van Young

Office hours: Muir HSS 5072, Thursday, 3:30-5:30, and occasionally by appointment

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Scope of the course:

Compared to the apparently slow, steady development of Mexico during the colonial period (1521-1821), Mexico after 1810 (when the movement for independence from Spain broke out) presents to the observer a century or more of political chaos, civil war, foreign intervention, and the dominance of dramatic (mostly male) personalities—Hidalgo, Morelos, Iturbide, Santa Anna, Juárez, Díaz, Madero, Zapata, Villa—both heroic and villainous, and sometimes both. Yet underneath this obviously violent and eventful history was a process of economic and social change that made the Mexico of 1910, on the eve of the great Revolution (1910-1920), in many ways a considerably different country from what it had been a century earlier. This course will attempt both to untangle the confused political history of the period from about 1800 to 1910, and to explain it in terms of social, political, and economic change, ending with an introductory look at the Mexican Revolution of 1910. The course will be followed in the spring quarter by a class continuing the story of modern Mexico from 1910 to the present.

Course format:

Three hours of lecture per week; discussion of books as appropriate; possibly a guest lecturer or two.

Course requirements:

Mid-term exam: essay and short answer, in class, about 1-1/4 hours long; 20% of grade

Final exam: essay and short answer, in class, about 2-3 hours in length; 40% of grade

Research paper: a paper on a theme of the student's choice dealing with some aspect of the period, to be chosen in consultation with the instructor, of at least 10 pages in length (see attached guidelines); 40% of grade

Required readings (all paperback, in order of use):

Richard A. Warren, *Vagrants and Citizens: Politics and the Masses in Mexico City from Colony to Republic* (2007)

Mark Wasserman, *Everyday Life in Nineteenth-Century Mexico: Men, Women, and War* (2000)

Timothy J. Henderson, *A Glorious Defeat: Mexico and its War with the United States* (2008)

Raymond B. Craib, *Cartographic Mexico: A History of State Fixations and Fugitive Landscapes* (2004)

Paul J. Vanderwood, *The Power of God Against the Guns of Government: Religious Upheaval in Mexico at the Turn of the Nineteenth Century* (1998)

All the required books will be available in paperback at the UCSD Bookstore; all *should be* on reserve in the Central Library after the start of the quarter. Since there is no textbook as such, although the lectures themselves and the book by Wasserman serve this purpose reasonably well, students may wish to consult a general work on the history of Mexico on a strictly voluntary basis (i.e., it is not expected and not required). Students may want to use any recent, college-level textbook or synthetic history of Mexico, but two that are recommended are: Colin M. MacLachlan and William H. Beezley, *El Gran Pueblo: A History of Greater Mexico*, vol. 1: 1821-1911 (Prentice-Hall); or Michael C. Meyer and William Sherman, *The Course of Mexican History* (Oxford University Press; there are several editions—get the latest).

Instructor's policies:

- 1) No “Incompletes” will be given except for compelling personal/medical reasons.
- 2) Papers must be typed; handwritten papers (a rarity in this age of computers) will not be accepted; late papers will be penalized at the rate of 2 points per day.
- 3) Exams must be taken in bluebooks, which the student is expected to supply.
- 4) Roll will not be taken, but regular class attendance is strongly recommended.
- 5) Students should be sparing in their use of e-mail communications with the instructor, and should not expect instantaneous replies. Most advising, answering of questions, approval of paper topics, etc., is best done during office hours.
- 6) Lap-top computers are allowed in class for purposes of note-taking, but PLEASE have the courtesy not to use them during lectures for other things—checking stock market quotations, Facebook, etc.
- 7) Cell phones should not be used during lectures. If I become aware of such use while I am lecturing, the offending party will be asked to leave the classroom.

Reading and lecture topics; Calendar

N.B.: This is an *approximate* schedule of lectures, which may vary according to the professor's ability to stick to the schedule (doubtful), his absences (kept to a minimum, and none anticipated at this writing), and invitations to guest lecturers (if any); but you should stick to the reading schedule.

<u>Date</u>	<u>Topics/readings/calendar</u>
7-16 January	Introduction; 18 th -century background; wars of independence Start reading the book by Warren and prepare for in-class discussion
21-30 January	The age of Santa Anna, 1822-1854 Lecture: Lucas Alamán, portrait of a conservative modernizer Read early chapters of book by Wasserman, and all of Henderson, and prepare for in-class discussion
4-13 February	Reform and Empire Begin reading Craib book and prepare for in-class discussion

Mid-term exam, in class, Thursday, 13 February (approximately)

25-27 February

The age of Porfirio Diaz
Read Vanderwood book and prepare for in-class discussion

4-13 March

The armed Revolution, 1910-1920: overview; catch-up; review
Papers due in class, Thursday, 13 March

RESEARCH PAPER GUIDELINES

The following guidelines apply to the research essay. If you have questions about what I want from the papers, come talk to me during office hours; it is essential, especially for those students who may not have written long essays previously, to consult with me.

- 1) The paper is meant to accomplish three things: a) it is an exercise in writing; b) it is an exercise in research—specifically in this case historical materials and literature; c) it is meant to provide the student an opportunity to explore some aspect of the history of 19th-century Mexico in greater depth than the overall course format allows.
- 2) **It is essential** that the student consults with the instructor concerning the topic and sources for the essay, that s/he start thinking about topics as early in the quarter as possible, and that work on the research begin early to avoid difficulty with obtaining books in the library, etc. The instructor will be available to read and comment upon paper drafts, provided these are not submitted at the last minute.
- 3) The topic should be sufficiently broad so as to allow the student to do sufficient research—i.e., not so narrow or specialized that there is no historical or other writing on it—but not so broad as to be meaningless. Example of the former: “Pancho Villa’s Bed-Wetting: Its Historical Influence” (well, if you could find sources, this might be interesting); example of the latter: “The Mexican Revolution in the North.”
- 4) The essay may overlap backward into the colonial period (i.e., before 1821), or forward into the armed Revolution (that is, beyond 1919), but should be devoted primarily to some relevant aspect of the history of the 19th century.
- 5) The essay should have a central idea, hypothesis, or argument—it should not just be a collection of odd facts thrown together.
- 6) The essay should reflect substantial thought and research in sources outside the course’s assigned texts, although these may also be used. At a minimum, “substantial” means at least six sources (books, documentary collections, journal articles, etc.) related to the topic. Those students interested in working in primary (i.e., original, unpublished) sources, or in materials in languages other than English (e.g., Spanish or French—I suppose German in a pinch, although the instructor cannot read it), are welcome to do so, but should consult with the instructor first. **Research in primary sources is not required**, but neither is it discouraged; you can expect to do the paper on the basis of published historical or other sorts of works. If you consult any sort

of sources on the Internet, be careful about them: often you don't know who wrote them or how accurate they are. **Do not cite any** such sources in the bibliography. Another thing about the sources/bibliography: if you cite a book—e.g., Axel Schmemdriek, *Gender Relations in 19th-century Mexico* (Cambridge, Mass.: Harvard University Press, 2010), **please** do not write “book” after it.

7) The following are also important aspects of the essay:

a) considerable attention should be paid to style, grammar, spelling, and so forth; and the final product should be proof-read carefully for errors;

b) the essay should be *at least* ten pages in length, although anything reasonable beyond this minimum requirement will be read with interest; if you plan to go much longer, consult with the instructor first; please don't try to fudge the length by manipulating the margins;

c) the essay should have a title page, some consistent form of references (foot-notes, end-notes, or social science-style notes in the text), and a bibliography at the end; if you are not clear on what this means, consult the instructor;

d) the paper should be typed, double-spaced.