

HILA (History of Latin America) 131
Winter, 2008
Mon-Wed-Fri 2-2:50 p.m.

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

Instructor: Dr. Eric Van Young
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Scope of the course:

Compared to the apparently slow, steady development of Mexico during the colonial period (1521-1810), Mexico after 1810 (when the Independence movement 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 which made the Mexico of 1910, on the eve of the great Revolution (1910-1920), in many ways a considerably different country than 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, economic, and cultural change, ending with a brief introductory look at the Mexican Revolution of 1910-1920. The course will be followed by HILA 132 in the spring quarter, which will continue the story of modern Mexico from 1910 to the present.

Course format:

Three hours of lecture per week; discussion of books and other readings in class as appropriate; maybe 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, 2-3 hours in length; 40 % of grade

Paper: an analytical review of a book of the student's choice, to be selected after consultation with the instructor; at least eight (8) pages in length; 40% of grade (see attached guidelines)

Required readings (in order of use):

Richard A. Warren, *Vagrants and Citizens: Politics and the Masses in Mexico City from Colony to Republic* (Rowman and Littlefield, 2007; 2d ed; paperback)

Mark Wasserman, *Everyday Life and Politics in Nineteenth-Century Mexico: Men, Women, and War* (University of New Mexico Press, 2000; paperback)

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

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

William H. Beezley, *Judas at the Jockey Club and Other Episodes of Porfirian Mexico* (University of Nebraska Press, 2004; 2d ed.; paperback)

All the required books will be available in paperback at the UCSD Bookstore; all will be on reserve in the Central Library after the start of the quarter. Since there is no textbook, students may wish to consult a general work on the history of Mexico on a strictly voluntary basis. Students may want to use any recent, college-level textbook on the 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); and Michael C. Meyer and William Sherman, *The Course of Mexican History*, latest edition (Oxford).

Instructor's policies:

- 1) No "Incompletes" will be given except for compelling personal/medical reasons.
- 2) Papers must be typed; handwritten papers 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) Think twice, or even three times, before you consider plagiarism of any form. If I discover it, the penalties in the class will be harsh.

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 (only one anticipated), and invitations to guest lecturer(s); but you should stick to the reading schedule.

Dates

Topics/readings/calendar

5-16 January

Eighteenth-century background and wars of Independence
Read Warren, *Vagrants and Citizens*

19-30 January

The age of Santa Anna, 1822-1854
Read Wasserman, *Everyday Life in 19th-century Mexico*
Read Henderson, *A Glorious Defeat*

Martin Luther King, Jr., Day–Monday, 19 January–no class
Instructor out of town, Friday, 23 January–no class

2-13 February Reform and Empire, 1855-1876
Mid-term exam, in class--Monday, 9 February

16-27 February The age of Porfirio Diaz, 1876-1910
Read Craib, *Cartographic Mexico*
Read Beezley, *Judas at the Jockey Club*
Presidents' Day–Monday, 16 February–no class

2-13 March The armed Revolution, 1910-1920; overview; catch-up; review
Papers due by 5 p.m., Friday, 13 March

Guidelines for Book Review Essay

The object of this exercise is for the student to select a book of her/his choice (it may be in English or Spanish) which looks closely at some aspect of Mexican history or culture during the period under study. Novels or works of literary criticism are not acceptable, travel accounts might be. In addition to the substantive learning (i.e., facts and generalizations) that such a close reading entails, the book selected should also be looked at from a critical point of view—that is, as a work of historical writing.

Basic requirements:

- 1) The paper should be at least eight pages in length, though longer essays will be read with pleasure (standard margins, spacing, and fonts, please—no clever evasions).
- 2) The paper must be typed.
- 3) Considerable attention should also be paid to matters of style, proof reading, and so forth. If the paper is badly or carelessly written, the grade will suffer accordingly. If you do not have confidence in your writing abilities, come see the instructor for help, or consult one of the writing help programs on campus. *Complete* drafts (i.e., not just outlines or fragments of drafts) will be read by the instructor (and comments offered) if submitted in a timely fashion before the final due date.
- 4) The book selection **must** be cleared with the instructor by the end of the eighth week of class (27 February). If this is not done, the essay will not be accepted—*count on it*.
- 5) Some suggestions about identifying interesting works to review:
 - consult bibliographies of course texts or other similar recent works
 - consult reviews in historical journals like *Hispanic American Historical Review*, *Mexican Studies/Estudios Mexicanos*, *Journal of Latin American Studies*, etc. (all in UCSD library)
 - do thorough subject searches in on-line catalogs

The paper should engage with the following points, though not necessarily in this order, and students are welcome to discuss other aspects, as well:

- 1) State the central idea or hypothesis of the book, if you can detect one.
- 2) Summarize the arguments or points the book makes to prove the central idea or hypothesis, but be relatively *brief* and concentrated in your summary—don't go on and on restating the argument or the evidence.
- 3) Describe the kinds of evidence the author uses to prove her/his points—e.g., is it quantitative (in the form of numbers), and if so, are the sources likely to be reliable?; is it contemporary testimony of historical participants or observers?; is it mostly drawn from modern (present-day) accounts by historians or other scholars (i.e., “secondary sources”)?; or is it a combination of these and/or other types of evidence? What kind of evidence do you find most convincing, and what are your reasons?
- 4) Discuss the logic of the arguments. Do the conclusions follow from the evidence? Is the reasoning clear? Do the arguments in fact prove the hypothesis, or not? Are the arguments convincing? If not, why not? Is the writing good?
- 5) Finally, state your opinion of the book. Did you like it? Do you think the book is original? Does it contradict any of what you have read elsewhere, or any ideas you may have held previously? Do any of the conclusions surprise you? (To help you situate the book in its field and develop a critical opinion of it, here is a tip: you might look up some reviews of it in scholarly journals, book review digests, newspaper book review supplements, etc., but be sure to cite the source if you quote from any of them; lengthy direct quotes from uncited sources will be treated as plagiarism and dealt with accordingly.)
- 6) You may not use any of the assigned books in the course for this assignment.