Course Description and Core Objectives.

This class presents the main points and events of Mexican history, beginning with the pre-Columbian period and progressing to today and places these events into broader global trends. Focus is placed on the experiences and perspectives of everyday citizens, especially Native Americans. The course privileges the examination of cultural texts and the evolving concepts of race, ethnicity, and national identity.

This Course satisfies CO 10 and CO11 of Core Curriculum.

CO10 Diversity and Equity.

Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these.

In the History of Mexico class, students examine the history, artistic production, and representations of Native Americans while also exploring Afro-Mexican, gender, and class issues and history. The course gives particular attention to the politics of ethnicity including discrimination and the contestation of policies by average citizens. Students analyze primary (including cultural texts) and secondary sources that focus on these themes.
CO 11: Global Contexts

Students will apply and evaluate modes of academic inquiry and creative expression, or results of research to problems in historical global contexts. Student will articulate connections among local, national, and international contexts and evaluate ways that historical global influences affect their current situations.

Overall the course presents Mexican history from a Mexican perspective and places events, trends and larger concepts into larger contexts and themes connected to Europe and the United States. These larger themes include: local and national trends in regards to global issues of conquest and colonialism, conflicting views of race and ethnicity, human/indigenous rights and discrimination, Atlantic slave trade, slavery, and manumission, imperialism, and the influence of international economic models such as mercantilism, 19th-century liberalism, and export-led growth. Students are challenged to revise assumptions about Mexican and global history and expand their knowledge. Students analyze and discuss a variety of sources and write a small research paper for the class.

Student Learning Outcomes.

1. Identify, analyze, and interpret connections between events and issues in Mexico and larger cultural and historical phenomena in other areas of the world (especially in the United States and Europe)

2. Analyze ways in which cultural groups such as Native Americans, Afro-Mexicans, and Spaniard and criollos differ and how such differences position them in relation to one another throughout Mexican history

3. Demonstrate knowledge of the history, customs, worldviews, and experiences of diverse groups of Mexicans especially Native Americans

4. Research and formulate analyses for a variety of Mexican issues in historical context

Skills-Based Curriculum/Assessment Program of the Department of History

The history program at UNR helps students to develop proficiency in broadly applicable skills while mastering specific subject areas. In addition to learning about the major events, social trends and cultural movements, and ethnic interactions that have shaped Mexican history, students will have opportunities to practice and improve the following skills in this course:

1. Critical thinking (through reading and analyzing written documents and cultural sources, formulating arguments supported by historical evidence, and organizing information in a clear and logical manner);

2. Historical Research (through finding information about historical topics in a short research project);

3. Written Communication (through writing short assignments, a short research project, and an integrative
essay);

4. Primary Source Analysis (through reading and identifying the key points, meaning, and significance of arguments and ideas presented in historical documents and cultural texts created during the time periods under study);

5. Secondary Source Analysis (through reading and identifying the keys points, meaning, and significance of arguments and ideas presented in books and articles written by scholars about the time period under study);

6. Cultural Text Analysis (through examining the key points, meaning, and significance of arguments and ideas presented in texts such as novels, films, songs, poetry, art, etc.

**Required Texts: Secondary Sources.**


**Required Texts: Historical Fiction (Cultural Texts)**


**Required Texts: Primary Sources.**

A number of primary sources have been placed on Electronic Reserve accessible via the Knowledge Center’s website portal. Please have the specific primary sources read by the date indicated on the class schedule. Both exams will include mandatory questions on the primary source readings and quizzes on these primary sources are listed on the class schedule that follows.

**Required Texts: The film: Vámonos con Pancho Villa**

**Grade Distribution.**

Two Examinations - 25% each for a total of 50%
Questions on *Dangerous Speech, Judas at the Jockey Club, and Que vivan los tamales* – 20%
Essay on *The Underdogs* and the film *Vámanos con Pancho Villa* – 10%
Cultural Research Report – 10%
Four Quizzes on Primary Sources – 10%
The Plus/Minus system of grading applies in this course.

93-100 A  
92-90  A- 
91-89  B+ 
87-89  B  
83-86  B- 

80-82  B- 
79-70  C+ 
77-76  C  
73-72  C- 
70-69  D+ 
69-66  D  
66-60  D- 
59-0   F

ATTENDANCE.

Our common goal in this class should be to create a friendly atmosphere that is conducive to discussion and questions. Regular attendance is important to this goal. In addition, please note that the examinations are based on classroom lectures, discussions, handouts, and all discussed primary sources, cultural texts, and films. Lectures are also designed to facilitate the analysis of the required texts and the written assignments associated with them. Consequently, excessive absences will seriously hinder your ability to do well on the exams and the assignments and therefore the class.

****Please arrive ON TIME to class. ****

CELLPHONES AND COMPUTERS.

Please remember to turn off your cell phones during class and stow them. You are welcome to utilize a computer to take notes during lectures; however, it should not be utilized to check your email, your Facebook account, or play games, etc. while in class. Please be courteous and wait until our class is over to engage in such activities.

PACKING UP.

Please refrain from packing books and other items until the instructor formally ends the class.

EMAIL CORRESPONDENCE.

Please make sure that you identify yourself when you send a message to the professor, as well as use proper salutations. For example, “Dear Dr./Prof. Curcio: this is Robert/Sally and I was wondering when you planned to teach that fabulous course on the Mexicas?”

Also please note that I send out messages, assignment instructions, study guides, and even primary sources, etc. via email. Consequently, please make sure that I have your most up-to-date email address and do check your email regularly.

STUDENTS WITH DISABILITIES.

The University of Nevada, Reno is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact the instructor and
the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

**ACADEMIC DISHONESTY POLICY.**

Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment. Please note that in History 347 academic dishonesty (cheating, plagiarism, etc.) will result in a grade of F for the course.

**TAPING CLASS.**

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class might be recorded.

**WRITTEN EXAMINATIONS.**

Two examinations assess your knowledge of the material presented in lectures, handouts, power point presentations, visual images, the film, the primary sources and (secondary sources) books discussed in class.

Examinations generally incorporate a variety of question types such as identification, short answer, short essay and/or long essay. A study guide will be provided for each exam approximately one week before the date of an exam. To do well on the two examinations, attend class regularly, watch the film, and read the primary source documents carefully. Take copious notes during lectures and discussions.

**QUIZZES.**

Eleven primary sources, located on Electronic Reserve via the Knowledge Center website portal, will be discussed in class. Quizzes on these primary sources and important points about them revealed during discussion will take place on the dates stipulated in the course schedule below.

**WRITTEN ASSIGNMENTS.**

Please read the required texts before the date stipulated in the syllabus and bring it to class on the day it is being discussed.

All assignments are due in class on the date designated in the class schedule. Late papers will not be accepted.
The Film/Novel Essay.

Each student will write a five (5)-page double spaced essay discussing the Golden Age Classic film, Vámanos on Pancho Villa (Let’s Go With Pancho Villa), and the first Revolutionary novel, Los de Abajo (The Underdogs). Thus, Vámanos con Pancho Villa is required viewing for this essay assignment. A large-screen viewing of the film is part of the film festival that accompanies this course. Two copies of Vámanos con Pancho Villa will also be on reserve in the Media Center, located in @One, the lower level of the Knowledge Center. This film is also available for purchase from Amazon and can be found on YouTube. This film is in Spanish with English subtitles. Further instructions regarding this essay will be handed out in class.

Los de Abajo, or The Under Dogs, has been hailed as the greatest novel of the Mexican Revolution. It certainly began a genre of revolutionary novels that sought to dissect, depict, criticize, and laud the epic struggle to end the tyrannical rule of Porfirio Díaz in Mexico. Many of these novels portray the revolutionary struggle in epic terms. Azuela, takes a similar approach to The Underdogs; however, he grounds the novel in the lives of humble and earnest peasants, the main protagonists of the actual revolution. His main character, an illiterate but charismatic Native American, is motivated to fight for justice and land, yet becomes disillusioned with the Revolution once alliances become factionalized. First published in 1915, The Underdogs is an authentic portrayal of Native peasant life, revolutionary zeal, and political disillusionment.

In 1936, legendary director, Fernando de Fuentes, ended his famous film triology about the Revolution of 1910 with the critically acclaimed, “Vámonos con Pancho Villa.” One of the classics that heralded the advent of the Golden Age of Mexican Cinema, the film relates the tale of six ordinary, untrained peasants who leave their humble village to become Villistas (soldiers in the Villa army). They endured tragedy, betrayal, and hardship as they fight for the Revolution. Fuentes sought to demythologize the Revolution at a time (in the 1930s) when heroes were made and histories, monuments and schoolbooks lauded the triumph of the Revolution. Instead his film critiques the integrity and leadership of the elite revolutionaries at the expense of the average campesino.

Answering Questions on Dangerous Speech, Judas at the Jockey Club, and Que vivan los tamales.

Three secondary sources i.e. historical monographs will be analyzed and discussed in class on the dates designated in the class schedule. In preparation for the class discussion of these works,
you are asked to answer a question in writing about each book. The questions will ask you to consider the content material of each book as well as the sources utilized by the author. The questions for the readings will be handed out in class.

Please type out all answers and indicate which questions you have selected. Your answers for each book should consist of at least 2 double-spaced pages.

**Dangerous Speech:** The author offers an innovative interpretation of the social uses of blasphemous speech during the colonial period by focusing on specific groups—conquistadors, Spanish settlers, Spanish women, and African slaves of both genders—as a lens to examine race, class, and gender relations in colonial Mexico.

**Judas at the Jockey Club:** From 1976 to 1910, Mexico underwent European-inspired modernization, which produced a fierce struggle between the traditional and the new, exacerbating class and racial antagonisms. This work illuminates many facets of everyday Mexican life lying at the heart of these conflicts, including sports, storytelling, healthcare, technology, and the traditional Easter-time Judas burnings that became a primary focus of the strife during those years.

**Que vivan los tamales:** This cultural history of food in Mexico traces the influence of gender, race, and class on food preferences from Aztec times to the present and relates cuisine to the formation of national identity.

**Research Project.**

The Cultural Research Report is designed to deepen the students’ knowledge about aspects of Mexican culture and history that interest them. Students will select a topic from the list provided (or suggest a topic with the professor’s approval) and research and write a 5 to 7-page, double-spaced, report on that topic. The report will encompass some aspect of pre-Columbian, colonial, or contemporary Mexican history, culture, politics, etc.

Include a bibliography and cite your sources accordingly (using parenthetical citation style; see below for an example). Students must utilize ONE primary source. They must cite at least FOUR secondary sources -- books, websites, articles, or essays, etc. Please do not utilize Wikipedia or other encyclopedia sites! You may only reference one website and it should have a gov, edu, or org. This excludes scholarly articles and essays published and/or available online. Detailed instructions on the cultural report will be handed out as the class progresses. And, as always, if you have questions or need assistance, please come and see me.
CLASS SCHEDULE.

Part I: Native Americans.

Aug. 25  Introduction and Mesoamerican Native Overview
Aug. 27  The Olmec, Teotihuacan, and the Toltec I
Sept. 1  Labor Day (no class)
Sept 3  The Olmec, Teotihuacan, and the Toltec II
Sept. 8  The Mexicas (the Aztecs): The Empire
Review for Class the Primary Sources: #1 Aztec Frontispiece to the Codex Mendoza and #2 Aztec Stone of the Five Eras
Sept. 10 The Mexicas: Society and Gender Complementarity
Read for Class the Primary Source: #3 “The Aztec Code of Behavior: Exemplary Life”
Sept. 15 The Mexicas: Religion
Quiz (1) on Primary Sources #1, 2, and 3

Part II: Cultural Clash/Cultural Negotiation: Native Americans, Spaniards, and Africans Forging a New Identity

Sept. 17 The Battle for Tenochtitlan: European and Native Concepts of Empire
Sept. 22 The Battle for Tenochtitlan: European and Native Concepts of Warfare
Sept. 24 Native Americans under Spanish Rule
Read for Class the Primary Source: #4 “The Native Lords Respond (in the Negative) to the Twelve (Franciscans)”
Sept. 29 Native Americans under Spanish Rule continued
Oct. 1  Afro-Mexicans and Slavery in Mexico
Oct. 6  Ethnic Relations and the Caste System
Review for Class the Primary Sources: #5 Examples of Casta Paintings
Oct. 8  Forging Lo Mexicano and Popular Culture
Questions due in class on Dangerous Speech and discussion
Oct. 13 Native Americans Revolt/The Criollos Revolt
Quiz (2) on Primary Sources #4 and 5
Oct. 15  Midterm Examination
**Part III: Modernizing Mexico: Contestation and Ethnic Policies**

Oct. 20  What does it mean to be Mexican?
          Early Republic, Chaos and the War with the United States

Oct. 22  What does it mean to be Mexican?
          Reform and the French Invasion

Oct. 27  Porfiriato I: the Cult of the Foreign, Dictatorship and Native Life in the Rural Countryside
          **Read for Class the Primary Source:** #6 James Creelman’s “President Díaz, Hero of the Americas”

Oct. 29  Porfiriato II: Political Philosophy and Justification of Discriminatory Policies
          **Questions for Judas at the Jockey Club** due in class and discussion

**Part IV: The Great Revolution of 1910: Reframing Mexican Identity and the Rise of Indianness**

Nov. 3  Revolution I: Flores Magon, Emiliano Zapata, and the Constitution of 1917
          **Read for Class the Primary Source:** #8 Ricardo Flores Magón’s “Land and Liberty”

Nov. 5  Revolution II: Rural Education/Indigenous Education

Nov. 10 Revolution III: Land Reform, Nationalizations, and “Mexico for Mexicans”
          **Read for Class the Primary Source:** #9 Josephus Daniel’s “The Oil Expropriation”

Nov. 12 Cultural Renaissance: Indianness, Popular Culture, and Gender Issues
          **Read for Class the Primary Source:** #7 Corridos de la Revolución and the Soldaderas

Nov. 17 The Revolution in Film and the Novel
          **Essay due on Vámanos con Pancho Villa and Los de Abajo** and discussion

Nov. 19 Shift to the Right and Industrialization/the “Modern Woman/Chica Moderna” on film
          **Quiz (3) on Primary Sources # 6, 7, and 8**

**Part V: Questioning Mexico’s Modernization and Political Program: Benefits for Whom?**

Nov. 24 The Massacre at Tlatelolco and the Oil Boom: Challenge, Oppression, and Appeasement
          **Read for Class the Primary Source:** #10 Elena Poniatowska, “The Student Movement of 1968”

Nov. 26 Debt Crisis and the Earthquake of 1985: System Failure/Citizen Empowerment
          **Read for Class the Primary Source:** #11 “After the Earthquake: Victim’s
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<td>Dec. 1</td>
<td>Civil Society and Native Rebellion (Zapatistas): Challenging the PRI Quiz (4) on Primary Sources # 9, 10, and 11</td>
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<td>Dec. 3</td>
<td>New Economic Model: NAFTA, and Narcotrafficking, and the US Questions due in class on Que Vivan los Tamales and discussion</td>
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<td>Dec. 8</td>
<td>Cultural Research Reports/Projects due in class (Be Prepared to discuss your topic)</td>
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<td>Dec. 15</td>
<td>Final Examination; 10:15 am to 12:15 pm</td>
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