This course analyzes Mexico’s 20th century political and economic development. Why did Mexico experience both political stability and economic growth until the 1970s while other Latin American countries endured brutal military regimes? What accounts for Mexico’s severe economic crises of 1982 and 1994? Why did the PRI lose in 2000 after 71 years in power? How “democratic” is Mexico’s new democracy? The first portion of the course examines Mexico’s post-Revolutionary politics, the characteristics of the national political regime during the classic period of stability with economic growth, and tumultuous political and economic environment from the 1970s to the end of the century. This material will be presented chronologically, but rather than a descriptive history, we will focus on explaining political and economic outcomes. Subsequently, we will examine key themes in Mexico’s new fully-competitive democracy.

You have two grading options for this course. Option 1 consists of three exams (two in-class midterms and one take-home final essay due May 11). Option 2 consists of two in-class midterm exams and one research paper due May 11. Weekly write-ups or participation in scheduled discussion sections (see “Participation” below) are required regardless of which option is chosen.

Research Paper for Option 2. This will be an independent and largely self-directed 10-page research paper focused on a particular event in 20th century Mexican politics. As a political science paper it should seek to explain why the event occurred. In doing this, it should focus on the actors involved, their competing interests, and their various resources. The paper should include, but be more than, a simple description of the event. As a research paper, it should involve research in the library and perhaps on the internet, but in all cases must make use of scholarly books and journal articles beyond those assigned on the syllabus. Completing the research paper will require more work than taking the final exam, but it should be more rewarding. Following the rules of citation and attribution is mandatory and plagiarism will earn a failing grade in the course and referral to the University for disciplinary action. Please review the university’s plagiarism guidelines at http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php.

Students who plan to write a research paper must submit a one-page statement of research intent by March 30. The statement should include a clear summary of the event to be covered, the actors involved, and their goals. It should also include at least three citations of sources you have already read for your research. If the research topic is determined to be infeasible, students will have one week to hand in a revised statement for which the same rules apply. Students who pursue this option should plan on meeting with me to discuss the topic and progress. Students that do not hand in the statement by March 30 or whose proposal is not accepted after two rounds will follow Option 1.

This course will use +/- grading and will not be curved. The final grade for the course will be determined as follows:

Option 1:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm 1</td>
<td>30</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>30</td>
</tr>
<tr>
<td>“Final” Essay</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

Option 2:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm 1</td>
<td>30</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>30</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

Participation: 10% of your final grade will be based on participation. You have two options to earn participation points, and you may mix and match, though you can only earn one point per week.

Participation Option A – Weekly write-ups: Submit a one-page digest of the week’s readings, due by the end of lecture each Wednesday, with no late assignments and no e-mail assignments accepted. You will earn one point each week for a write-up and only one is allowed per week. You can earn a maximum of 10 points, meaning that although you are encouraged to complete more than 10 weekly write-ups, you need only complete 10 for full credit. The write-ups should be brief digests of the theme/issues dealt with in the required course readings, not a summary of each individual reading and not a commentary based on lecture only. Try to bring the ideas together. Partial credit may be given so you will have to put some thought into this; however, it should not require more than 30 minutes of work after you complete the readings. Completing these assignments will do wonders for reading comprehension and exam preparation. As such, I do not view this as a busy-work assignment, but as a crucial element of the course.
Participation Option B – Weekly discussion participation: Instead of the write-ups, you may actively (i.e., with your voice) participate in English-language or Spanish-language discussion sections at the times and locations noted at the top of the syllabus. These will be free-ranging discussions of the readings and lecture material. You will be able to ask questions and will be encouraged to provide your own answers, discuss the week’s themes, and grapple with the material. The point is to critically engage the material, so no credit will be given just for showing up. In my view, the course material is best learned through critical engagement, so I am a big fan of discussion sections.

Spanish-language option for some readings: Students may substitute selected Spanish-language readings available for purchase in an optional packet for the English-language readings in the main packet. See me if you are interested in this option. All written assignments must be in English.

Make-up exams. Early final exams will not be given. One midterm exam may be made-up if missed for medical reasons under the following conditions: 1) You must have a note from a doctor; 2) You must contact me before the exam by e-mail, telephone, or in-person unless you are not conscious; 3) The make-up exam must take place as soon as possible after the originally scheduled exam and before the graded exams are handed back to the class. Once the graded exams are handed back, a make-up exam will not be possible.

Extra credit. There is none – please don’t ask. The course has plenty of regular credit options.

Class etiquette – my responsibilities. I will arrive on time, deliver lectures with enthusiasm and energy, encourage you to ask questions, think critically, and engage with the material. I will make myself available for questions and consultations during office hours and by appointment. I will turn off my cell phone when entering class. I will be respectful of you and of the class.

Class etiquette – your responsibilities. I expect that you want to learn. Principally, this means that you engage the lectures and readings with enthusiasm and energy. I encourage you to wrestle with the material, criticize it and my lectures, and ask questions. In addition, I expect that you will arrive on time, complete assignments on time, and show respect for the teaching assistants, your fellow students, and the learning process. Please turn off your cell phones when you enter the classroom. If you use a computer during class either commit to keeping only a word processing program open or sit in the back row.

Economic hardship: No student should be unable to take this course due to economic hardship. If you cannot afford to purchase the required course materials and cannot utilize the reserve copies at PCL, then please see me.

Students with disabilities: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/sss/.

Religious holidays. Students who will miss an assignment due to recognized religious holidays should let me know as early as possible so that we can re-schedule that assignment.

Communication with the Instructor and TAs: In addition to scheduled office hours, we will gladly make special appointments if your courses, work schedule, or child/eldercare duties conflict. We can be reached by phone and by e-mail. Please be aware that we may not check e-mail in the evenings and on weekends. In addition, it is our policy not to respond to e-mail that does not use correct English (curmudgeonly, I know, but text messaging abbreviations have begun to show up in exams and papers).

Prior experience indicates that students cannot satisfactorily complete assignments without attending every lecture. Required Readings:

- Kenneth F Greene, Why Dominant Parties Lose: Mexico’s Democratization in Comparative Perspective (New York: Cambridge University Press, 2009), available for purchase at the Coop. In the highly unlikely case that there are any profits from sales of the book at UT, I will donate 100% of them to the UT undergraduate scholarship fund.
- A Two-volume course packet that is available for purchase at Speedway Copy in Dobie Mall
- Required readings are listed first for each lecture; recommended readings follow but are not in the packet. The page numbers in the syllabus refer to the original page numbers of the book/journal. The average number of pages of reading per session is 47.6 (i.e. 95.2 per week) – shown in brackets below.
- Two copies of the course packets are on reserve at PCL.
Resources of general interest:

- English-language news sources on Mexico include: The Herald [www.mexiconews.com.mx]; Mexidata [www.mexidata.info]; LANIC [http://lanic.utexas.edu/la/mexico];

I. INTRODUCTION AND OVERVIEW

Mexico in Latin American and World Context (January 19) [37]
- Read pp. 1-2 of the syllabus.
  o Highly Recommended: Preston, Julia and Samuel Dillon. Opening Mexico. New York: Ferrar, Strauss, and Giroux, 2004, pp. 3-29. [Note that aide from this one, recommended readings do not appear in the course packet]

Perspectives on Mexican Political and Economic Development (or, why theory is important) (January 24) [16]

The Revolution of 1910 and the Constitution of 1917 (January 26) [57]

II. THE CLASSIC ERA OF POLITICAL STABILITY AND ECONOMIC GROWTH

Labor Incorporation (January 31) [62]
- Collier, pp. 9-37.

Peasant Incorporation (February 2) [48]
  o Recommended: Hellman, Judith Adler. Mexico in Crisis, pp. 84-102 (emphasis on 91-102).

Managing the Masses: Corporatism and Clientelism (February 7) [65]
- Hellman, pp. 33-57 (emphasis on pp. 40-57) AND pp. 135-172 (skim the tamale story).
- Greene, Why Dominant Parties Lose, pp 1-6 AND pp. 33-47.
  o Recommended: Collier, pp. 38-70.
  o Recommended Film: La Ley de Herodes, 1998, VIDEASS 8818 Benson Collection LAC-Z.

Managing Elite Conflict (February 9) [45]
Presidentialism:
Intra-Party Competition through “Camarillas”:

Economic Development Policy and the Mexican Miracle, 1940-1970 (February 14) [64]
- Ramírez, Miguel “Mexico” in Laura Randall (ed.) The Political Economy of Latin America in the Postwar Period. Austin, TX: University of Texas Press, 1997, pp. 112-148 (emphasis on pp. 112-130). This is also a good overview for more detailed material to be covered 3/2 and 3/7.
Opposition Party Failure, 1930s-1970s (February 16) [55]

Adjusting Dominant Party Rule: Political Turbulence, 1968-1977 (February 21) [60]
• Hellman pp. 173-228.
• Zarembo, Alan “Mexico’s History Test” Newsweek International, July 2, 2001, pp. 1-5.
  o Recommended: Preston and Dillon, Opening Mexico, Ch. 3.
  o Recommended Film: Rojo Amanecer.

Authoritarian and Democratic Elements of the Dominant Party Regime and Midterm Review (February 23) [10]
• Time for Q&A for midterm exam – please come with your questions prepared.

Midterm Exam #1 In-Class (February 28)

III. ECONOMIC CRISIS AND DOMINANT PARTY DECLINE

The Debt Crisis (March 2) [52]

The New Economic Model (March 7) [60]
• Lustig, pp. 96-140.

Social Costs in the “Lost” Decade (March 9) [40]
• Pastor, Robert and Carole Wise “Mexican-Style Neoliberalism” in Carole Wise (ed.), The Post-NAFTA Political Economy, pp. 41-81

Spring Break (March 14-19)

The Urban Reaction: New Labor and Social Movements (March 21) [53]

The Rural Reaction: Zapatistas and other Rebels (March 23) [40]
• Frontline World on Chiapas, 11 pages.
• Kraul, Chris “Land of Discord” Los Angeles Times 10/13/03, 4 pages.
  o Recommended Film: A Place Called Chiapas, Canada Wild Productions Ltd., 1998; (mostly) recommended films: Men with Guns; A Place Called Chiapas.

Voters and Elections in the Transition to Democracy (March 28) [41]
• Greene, Why Dominant Parties Lose, pp. 97-115.
  o Recommended: Dominguez, Jorge and James McCann. Democratizing Mexico. Baltimore, MD: Johns Hopkins University Press, 1996; Preston and Dillon, Opening Mexico, Ch. 6.

Statement of research intent due March 30 for Option 2 students.

IV. MEXICO’S NEW DEMOCRACY

PRD and PAN in the Transition to Democracy (March 30 and April 4) [120/2=60]
• Greene, Why Dominant Parties Lose, pp. 139-169.

Ending Dominant Party Rule: Why Fox Won the 2000 Elections and Midterm Review (April 6) [58]
• Preston and Dillon, Opening Mexico, Ch. 17, pp. 477-501.
• Greene, Why Dominant Parties Lose, pp. 210-254.
• Time for Q&A for midterm exam – please come with your questions prepared.

Midterm Exam #2 In-Class (April 11)

Deconcentrating Political Power: Congress and the Judiciary (April 13) [17]
• Casar, Maria Amparo “Executive-Legislative Relations: Continuity or Change?” in Andrew Selee and Jacqueline Peschard (eds.) Mexico’s Democratic Challenges. Stanford University Press, 2010, pp. 117-134

V. U.S.-MEXICO RELATIONS AND SPECIAL ISSUES

Globalization and the North American Free Trade Agreement (NAFTA) (April 18) [52]
• Domínguez and de la Castro, pp. 17-34 AND pp. 63-73.
Business Power in the Free Trade Era (April 20) [43]


(Im)migration (April 25) [57]

- Domínguez and de la Castro, pp. 148-155.
- Wayne Cornelius “Impacts of NAFTA on Mexico to U.S. Migration” in Chambers & Smith, 2002 pp. 287-300


Drug Trafficking, Corruption, and the Rule of Law (April 27) [35]

- Wilkinson, Tracy “In Sinaloa, the Drug Trade has Infiltrated Every Corner of Life” *Los Angeles Times* 12/28/08.


How Democratic is Mexico’s New Democracy? (May 2) [45]


Looking Ahead (May 4) [48]


“Final” take-home essay for Option 1 students (handed out May 4, due in my office in 4.112 Batts by 4:00 p.m. on May 11)

Research paper for Option 2 students (due in my office at 4.112 Batts by 4:00 p.m. on May 11)