**“The Mexican Revolution, 1910-1940”**

**Course description**
This upper division option examines the life-course of Mexico’s Revolution through both its armed and post-revolutionary phases, from about 1910-1940. During the semester we will focus on several key questions. What kind of revolution was the Mexican Revolution: an agrarian, political, social, cultural, or even mythical process? What caused and drove it? What did ordinary people think about the revolution and how far did they shape its course or simply suffer its progress and consequences? Did “many Mexicos” just produce many revolutions, or can broad narratives be discerned? What were the main contours of Mexico’s post-revolutionary regime, and how different were they to those of the old regime?

Thematically, the course will cover central topics such as the Porfiriato (1876-1911); the maderista revolution of 1910-1913; the rise and fall of popular movements (zapatismo, villismo) from 1910-1920; the Constitutionalist successes of 1916-1917; and the political and cultural construction of post-revolutionary Mexico by Sonoran (1920-1934) and later cardenista (1934-1940) state-builders, agrarians, schoolteachers, and anticlericals. The course will consist of lectures; group discussions of set readings, primary documents, and folk songs (corridos); and occasional viewings of theater films made during (or about) the revolution.

To do well, you will need to develop your analytical skills (e.g. concerning different interpretations of the Revolution, not just factual recall); your compositional skills (by presenting a reasoned, opinionated case on paper); and your communication skills (by contributing to discussions). By the end of the course you will have a broad theoretical sense of what constitutes a social revolution and a detailed knowledge of Mexico’s revolutionary history that will help you to make up your own mind about the $64K questions: did twentieth-century Mexico truly experience a revolution? If so, how “revolutionary” was it?

1. Course materials

**Set texts**
Everyone should acquire and read the set texts, which are essential for assignments and for class discussion. I have tried to suggest books that offer clear contrasts, to help you to situate your own thinking about the Revolution. These books will challenge each other’s claims concerning the character of Mexico’s revolución and help you form your own opinion.

To vary the reading I have added two classic novels by Azuela and Fuentes. These (as well as González) read better in Spanish, for obvious reasons.

Leslie Bethell (ed.), *Mexico since Independence* (Cambridge: CUP, 1994)
David Brading (ed.), *Caudillo and Peasant in the Mexican Revolution* (Cambridge: CUP, 1980)


Other shorter readings/source documents will be provided and placed on the Blackboard.

* Available online via the UT catalog from ebrary
** Available via the UT catalog as an electronic resource

Films

We will also make time to view a selection of revolutionary-era films, starting with Fernando de Fuentes’s *El compadre Mendoza* (1933, 85 mins.); the same director’s *Vámonos con Pancho Villa* (1936, 92 mins.); and Sergei Eisenstein’s *¡Qué viva México!* (1931, 85 mins.). *Note that films will overrun slightly so please be punctual on these days. All being well we will finish with Luis Estrada’s *Ley de Herodes* (1999, 123 mins.), which takes a darkly ironic view of Mexico’s postrevolutionary system.

Revolutionary Music

The best collection of corridos (with lyric sheets) is *The Mexican Revolution: Corridos about the Heroes of 1920-1920 and beyond!* (4 CDs, Arhoolie Records, Cal., 1996). *Corridos de la rebelión cristera* (Instituto Nacional de Antropología e Historia/CONACULTA, 2002) is also good.

2. Assignments

Assessment will be threefold and consist of (i) a map quiz; (ii) six short papers based on the weekly readings; (iii) a more extended final paper, for which you may can follow either an individual or default reading track using secondary literature. **There is no final exam.**

(i) Map quiz – Short answers on Mexican regions, states etc. = 5%. Held Week 4.

(ii) Reading papers –6 x 2 pp. double-spaced papers @ 10% = 60%

The six papers will *usually* take the form of single-question short essays based on the weekly readings. These papers are designed to ensure critical engagement with the readings and to stimulate discussion. Completing the papers involves a commitment as much from you (reading/writing) as from me (grading). My commitment to you is that I will undertake to grade/return papers in 7 days, just as you complete assignments within 7 days of posting.

Reading papers are due in Weeks: 3, 5, 6, 7, 10, 11

NB: you can have **one reading review freebie**: that is, you may omit one review without penalty. In this case, I simply duplicate the highest review grade from across the semester. All I require is that you notify me before the deadline (by email or in class) that you will be exercising this option, so that I do not grade the paper as simply AWOL and give a zero.

(iii) Final paper – 9-10 pp. double-spaced not including bibliography = 35%. *Due Week 15.*
There are two tracks for completing the final paper, one by following a standard or default essay question, the other by choosing a preferred individual topic in consultation with me. In both cases substantial bibliographical research is required. There is no preference or bias in favor of either the research or reading option, though students who choose an individual topic often produce more interesting and original work.

For the standard essay question on the revolution, the prompt and requirements will be provided ahead of time (details TBA). Individual topics must be proposed in Week 9 and may include such themes as: revolutionary women; revolutionary anticlericalism; Church-state relations; educational crusades; the ejido; state-level revolutions; the 1938 oil expropriation; caciquismo; U.S.-Mexican relations; cultural projects. The aim is to familiarize yourself with the most relevant bibliography on your topic, then propose and defend a thesis in writing. The paper needs to be argumentative, not merely informative.

3. Grading policies

(a) Weighting of assignments.
Individual assignments will be weighted as part of the total course credit as below:

- Map quiz (5%)
- Reading papers (collectively 60%)
- Final paper (35%)

(b) Grading scale
At the end of the semester, the accumulated scores will be converted into a final % and letter grade for the course. UT has now introduced a plus/minus scale for both semester and final course grades. The grading scale in this course takes advantage of this and will be as follows:

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<th>Percentage</th>
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<td>93-100%</td>
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4. Course Schedule
The course meets twice a week (TTH). Below you will see which topics are up for discussion on any given day and the readings required (in bold) in advance of each class. For each week I also give fuller references for readings and primary documents, as well as deadlines.

Week 1 — Registration
Thu. 30 Aug. Syllabus and welcome

Week 2 — Theories of revolution
Tue. 4 Sep. Outline chronology of the Revolution
Thu. 6 Sep. Social revolution versus great rebellion? (Ruiz, Skocpol)


Week 3 — The Porfiriato, 1876-1911
Tue. 11 Sep. “Order and Progress” (Katz, Creelman)
Thu. 13 Sep. Porfirian Mexicos (Womack, González)


Deadline: Paper 1, Thu. 13 Sep: THEORIES OF REVOLUTION

Week 4 — Maderismo, 1911-1913
Tue. 18 Sep. Madero’s Revolution (Womack)
Thu. 20 Sep. Map quiz; counterrevolution and Huertismo

Readings: Womack, Zapata and the Mexican Revolution, pp. 67-158

Deadline: Map Quiz in class Thu. 20 Sep.

Week 5 — Zapatismo, 1910-1915
Tue. 25 Sep. Zapatismo: Revolution in the Village (Womack, Zapata)
Thu. 27 Sep. Film: El compadre Mendoza


Deadline: Paper 2, Thu. 27 Sep: ZAPATISMO
Week 6 — Villismo, 1911-1915
Tue. 2 Oct. Villismo’s Modus Operandi and Character (Katz, Reed)
Thu. 4 Oct. Film: Vámonos con Pancho Villa (Azuela)


Deadline: Paper 3, Thu. 4 Oct: VILLISMO

Week 7 — Constitutionalism, 1913-1920
Tue. 9 Oct. The Constitutionalist Movement (Aguilar Camín, Hall)
Thu. 11 Oct. Constitutional Reform: the 1917 Magna Carta (Articles 27 & 123)


Deadline: Paper 4, Thu. 11 Oct: CONSTITUTIONALISM

Week 8 — Postrevolutionary Mexico
Tue. 16 Oct. Revolutionary Reconstruction (Meyer)
Thu. 18 Oct. “Laboratories” of Revolution (Joseph, Fowler Salamini)


Week 9 — Mexico’s Cultural Renaissance, 1920-1924
Tue. 23 Oct. Postrevolutionary Utopianism (Rochfort, Lorey, Vasconcelos)
Thu. 25 Oct. Film: ¡Qué viva México!


Final paper proposals (topic, suggested reading) to me by end of this week
Week 10 — Education and Indigenismo, 1920-1940
Tue. 30 Oct. Educating campesinos (Lewis, Vaughan, Tannenbaum)
Thu. 1 Nov. Revolutionary indigenismo (Knight, López)


Deadline: Paper 5, Thu. 1 Nov: RURAL SCHOOLS

Week 11 — Callismo and the Religious Crisis, 1924-1934
Tue. 6 Nov. Callismo (Bliss, Bantjes)
Thu. 8 Nov. Cristeros (González, Butler)


Deadline: Paper 6, Thu. 8 Nov: CRISTERO VIOLENCE

Week 12 — Research Final Papers
Tue. 13 Nov. Individual research/preparation time
Thu. 15 Nov. Individual research/preparation time

Week 13 — The ejido
Tue. 20 Nov. The ejido: Mexico’s way out? (Buve, Womack, Benítez)
Thu. 22 Nov. No class (Thanksgiving Holiday)

Tuesday is ¡Día de la Revolución!


Week 14 — Cardenismo
Tue. 27 Nov. Politics of Cardenismo (Knight)
Thu. 29 Nov. The 1938 oil expropriation (Daniels)

Week 15 — Revolutionary Demise?
Tue. 4 Dec.  Film: La Ley de Herodes (Fuentes)
Thu. 6 Dec. Final discussion, close

Reading: Fuentes, The Death of Artemio Cruz

5. Classroom Policies

Attendance
You are allowed three unexcused absences. Each additional unexcused absence will carry a 5% penalty, applied to the course grade. If you arrive late, it is your responsibility at the end of class to ensure that you are marked as “present” for that day. For medical absences to be excused, a doctor’s statement/evidence is required. If you miss class, consult with me about catch-up procedures/materials for that day.

Late work
Please complete assignments by start of class on the due day: “late” means after start of class. For work late without demonstrably good cause, there will be a penalty of one letter grade per day, including weekends. I do not accept work by email attachment, except by agreement.

Extensions will be granted only by agreement: they are exceptional, not guaranteed.

Other required syllabus information:

Policy on Scholastic Dishonesty drafted by Student Judicial Services (SJS)
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services website: http://deanofstudents.utexas.edu/sjs.

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Documented Disability Statement
If you require special accommodations, you must obtain a letter that documents your disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. No later than five business days before an exam, you should remind me of any testing accommodations you will need. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Religious Holidays
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.