

“The Mexican Revolution, 1910-1940”

Code: **HIS352L** (39587)/**LAS366** (40433)

Semester: **SPRING 2013**

Time: **TTH, 11:00 a.m-12:30 p.m.**

Venue: **PAR 305**

Prerequisite: upper division standing

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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.

Mariano **Azuela**, *The Underdogs: A Novel of the Mexican Revolution* (New York: Penguin, 2008)

Leslie **Bethell** (ed.), *Mexico since Independence* (Cambridge: CUP, 1994)

David **Brading** (ed.), *Caudillo and Peasant in the Mexican Revolution* (Cambridge: CUP, 1980)

Luis **González y González**, *San José de Gracia: Mexican Village in Transition* (Austin: UT, 1974)

Carlos **Fuentes**, *The Death of Artemio Cruz* (New York: Farrar, Strauss, & Giroux, 1991)

Stephen E. **Lewis** and Mary Kay **Vaughan**, *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920-1940* (Durham: Duke, 2006)*

John **Womack** Jr., *Zapata and the Mexican Revolution* (New York: Vintage, 1969)**

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:

Percentage	Grade
93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
Below 60%	F

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. 17 Jan. Syllabus and welcome

Week 2 — Theories of revolution

Tue. 22 Jan. Outline chronology of the Revolution

Thu. 24 Jan. Social revolution versus great rebellion? (**Ruíz, Skocpol**)

Readings: Ramón E. **Ruíz**, *The Great Rebellion: Mexico, 1905-24* (New York: Norton, 1980), pp. 3-8; Theda **Skocpol**, “France, Russia, China: A Structural Analysis of Social Revolutions,” *Comparative Studies in Society and History* 18, no. 2 (1976): pp. 175-210

Week 3 — The Porfiriato, 1876-1911

Tue. 29 Jan. “Order and Progress” (**Katz, Creelman**)

Thu. 31 Jan. Porfirian Mexico (**Womack, González**)

Readings: **Katz**, “The Liberal Republic and the Porfiriato, 1867-1910,” in Bethell, *Mexico since Independence*, pp. 49-125; **Womack**, *Zapata and the Mexican Revolution*, pp. 10-66; **González**, *San José de Gracia*, pp. 31-112. *Primary Document:* **Creelman**, “President Díaz, Hero of the Americas”

Deadline: **Paper 1**, Thu. 31 Jan.: THEORIES OF REVOLUTION

Week 4 — Maderismo, 1911-1913

Tue. 5 Feb. Madero’s Revolution (**Womack**)

Thu. 7 Feb. Map quiz; counterrevolution and *Huertismo*

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

Deadline: **Map Quiz** in class Thu. 7 Feb.

Week 5 — Zapatism, 1910-1915

Tue. 12 Feb. *Zapatism: Revolution in the Village* (**Womack, Zapata**)

Thu. 14 Feb. Film: *El compadre Mendoza*

Readings: **Womack**, *Zapata and the Mexican Revolution*, pp. 129-255. *Primary Document:* **Zapata**, “Plan of Ayala”

Deadline: **Paper 2**, Thu. 14 Feb.: ZAPATISMO

Week 6 — Villismo, 1911-1915

Tue. 19 Feb. Villismo's Modus Operandi and Character (**Katz, Reed**)

Thu. 21 Feb. Film: *Vámonos con Pancho Villa* (**Azuela**)

Readings: Azuela, The Underdogs, pp. 5-134; Friedrich **Katz**, "Pancho Villa, Peasant Movements, and Agrarian Reform in Northern Mexico," in David Brading (ed.), *Peasant and Caudillo in Revolutionary Mexico* (Cambridge: CUP, 1980), pp. 59-75. *Primary Document: Reed*, "Pancho Villa"

Deadline: **Paper 3**, Thu. 21 Feb.: VILLISMO

Week 7 — Constitutionalism, 1913-1920

Tue. 26 Feb. The Constitutionalist Movement (**Aguilar Camín, Hall**)

Thu. 28 Feb. Constitutional Reform: the 1917 Magna Carta (**Articles 27 & 123**)

Readings: Aguilar Camín, "The Relevant Tradition: Sonoran Leaders in the Revolution," and **Hall**, "Alvaro Obregón and the Agrarian Movement, 1912-1920," in Brading, *Caudillo and Peasant*, pp. 92-123 and pp. 124-139 respectively. *Primary document: "The Constitution of 1917: Articles 27 and 123"*

Deadline: **Paper 4**, Thu. 28 Feb.: CONSTITUTIONALISM

Week 8 — Postrevolutionary Mexico

Tue. 5 Mar. Revolutionary Reconstruction (**Meyer**)

Thu. 7 Mar. "Laboratories" of Revolution (**Joseph, Fowler Salamini**)

Reading: Meyer, "Revolution and Reconstruction in the 1920s," in Bethell (ed.), *Mexico since Independence*, pp. 201-40; **Fowler Salamini**, "Revolutionary *Caudillos* in the 1920s: Francisco Mújica and Adalberto Tejeda," and **Joseph**, "*Caciquismo* and the Revolution: Carrillo Puerto in Yucatán," both in Brading, *Caudillo and Peasant*, pp. 169-192 and 193-221 respectively

SPRING BREAK, 11-15 MARCH 2013: NO CLASSES!

Week 9 — Mexico's Cultural Renaissance, 1920-1924

Tue. 19 Mar. Postrevolutionary Utopianism (**Rochfort, Lorey, Vasconcelos**)

Thu. 21 Mar. Film: *¡Qué viva México!*

Readings: Rochfort, "The Sickle, the Serpent, and the Soil," in Vaughan & Lewis (eds.), *The Eagle and the Virgin*, pp. 23-42; David **Lorey**, "The Revolutionary Festival: November 20 Celebrations in the 1920s and 1930s," *The Americas* 54/1 (1997): pp. 39-82. *Primary document: José Vasconcelos*, "The Cosmic Race: The Mission of the Ibero-American Race" in *The Cosmic Race/La Raza Cósmica* (Baltimore: John Hopkins U. Press, 1997), pp. 1-41, excerpts

Final paper proposals (topic, suggested reading) to me by end of this week

Week 10 — Education and *Indigenismo*, 1920-1940

Tue. 26 Mar. Educating *campesinos* (**Lewis, Vaughan, Tannenbaum**)

Thu. 28 Mar. Revolutionary *indigenismo* (**Knight, López**)

Readings: **Lewis**, “Nation, Education, and the ‘Indian Problem’”; **Vaughan**, “Nationalizing the Countryside: Schools and Rural Communities”; and **López**, “The *Noche Mexicana* and the Exhibition of Popular Arts”; *all three* in Vaughan & Lewis (eds.), *Eagle and the Virgin*, pp. 176-195, 157-175, and 23-42, respectively. **Knight**, “Racism, Revolution, and *Indigenismo*,” in Graham (ed.), *The Idea of Race in Latin America*, pp. 71-113. *Primary document:* Frank **Tannenbaum**, “The Miracle School,” *Century Magazine* 106 (August 1923): pp. 499-506

Deadline: **Paper 5**, Thu. 28 Mar.: RURAL SCHOOLS

Week 11 — *Callismo* and the Religious Crisis, 1924-1934

Tue. 2 Apr. *Callismo* (**Bliss, Bantjes**)

Thu. 4 Apr. *Cristeros* (**González, Butler**)

Readings: **Bliss**, “For the Health of the Nation” and **Bantjes**, “Saints, Sinners, and State Formation,” both in Vaughan and Lewis (eds.), *The Eagle and the Virgin*, pp. 196-218 and 137-156, respectively. **González**, *San José de Gracia*, pp. 146-180; **Butler**, “Revolution and the Ritual Year: Religious Conflict and Innovation in Cristero Mexico,” *Journal of Latin American Studies* 38/3 (2006): pp. 465-490. *Primary document:* “The Socialist’s ABC”

Deadline: **Paper 6**, Thu. 4 Apr: CRISTERO VIOLENCE

Week 12 — Research Final Papers

Tue. 9 Apr. Individual research/preparation time

Thu. 11 Apr. Individual research/preparation time

Week 13 — The *ejido*

Tue. 16 Apr. The *ejido*: Mexico’s way out? (**Buve, Womack**)

Thu. 18 Apr. Ejidal life (**Benítez**)

Readings: **Buve**, “State Governors and Peasant Mobilization in Tlaxcala,” in Brading (ed.), *Caudillo and Peasant*, pp. 222-242; **Womack**, *Zapata*, pp. 331-387; *Primary Document:* **Benítez**, “The Agrarian Reform in La Laguna”

Week 14 — *Cardenismo*

Tue. 23 Apr. Politics of *Cardenismo* (**Knight**)

Thu. 25 Apr. The 1938 oil expropriation (**Daniels**)

Reading: **Knight**, “The Rise and Fall of *Cardenismo*, c. 1930-c. 1946,” in Bethell (ed.), *Mexico since Independence*, pp. 241-320. *Primary document:* **Daniels**, “The Oil Expropriation”

Week 15 — Revolutionary Demise?

Tue. 30 Apr. Film: *La Ley de Herodes* (Fuentes)

Thu. 2 May. 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.