

Prof. Claudio Palomares Salas

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**Course Description:**

LLCU 205 explores the social, cultural and political events that have shaped Mexico from pre-Hispanic times to the present day, with an emphasis on the twentieth century. We will study the emergence and development of important artistic movements in the visual arts, music, literature, and cinema as well as significant events such as the Mexican Revolution, the massacre of students in Tlatelolco (1968) and the Zapatista uprising of 1994. No previous knowledge of Mexico or Latin America is required. The course is open to all students.

**Intended Student Learning Outcomes:**

By the end of the term, students will:

- Have a solid understanding of the social, cultural, and political events that have shaped Mexico from pre-Hispanic times to the present day.
- Be familiar with important artistic movements in the visual arts, music, literature, and cinema, and with the work of key Mexican creators.
- Recognize Mexico as a rich, complex and dynamic modern nation.
- Have acquired the necessary cultural sensitivity and awareness to contribute to productive and respectful transcultural exchanges.
- Developed the critical skills necessary to fully appreciate and understand the creative endeavours and struggles of past and present Mexicans.

**Course Evaluation:**

Weekly Online Discussions (x12)	36%	Due each Sunday, 11:59pm.
Online Test 1	12%	Oct. 21 (6pm Kingston Time)
Online Test 2	12%	Nov. 25 (6pm Kingston Time)
Research Paper	40%	Due Dec. 11, 11:59pm

**Required Textbook:**

Deeds, Susan et al. *The Course of Mexican History*. 11<sup>th</sup> Edition. New York: Oxford University Press, 2018.

The online version of the book is available to buy or rent here:

[https://www.vitalsource.com/en-ca/products/the-course-of-mexican-history-susan-m-deeds-michael-c-v9780190859411?duration=180&gclid=EAIaIQobChMI96O\\_vf3j6giVYyUW1Ch2nAQpvEAQYASABEglg\\_vD\\_BwE](https://www.vitalsource.com/en-ca/products/the-course-of-mexican-history-susan-m-deeds-michael-c-v9780190859411?duration=180&gclid=EAIaIQobChMI96O_vf3j6giVYyUW1Ch2nAQpvEAQYASABEglg_vD_BwE)

**Videos and films:**

Links to most videos and films are posted on OnQ. Some films are only available in *Netflix*.

**Weekly Online Discussions:**

Two questions will be posted each week; they are due Sundays at 11:59pm. Each answer must be minimum 300 words long. Shorter answers will not receive marks. Students **must** indicate the number of words at the end of each post.

### **Online Tests:**

Tests will consist of 3 long-answer question (600-700words). Tests are open book. You have 90min to answer your test.

### **Research Paper:**

The research paper is 3000 words long, plus footnotes and bibliography. Topic and instructions will be provided early in October.

### **Grading Scheme and Grading Method**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale.

### **Statement on Academic Integrity**

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

### **Copyright of Course Materials**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

### **Accommodations for Disabilities**

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable

opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### **Academic Consideration for Students with Extenuating Circumstances**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

### **COURSE OUTLINE:**

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#### **Week 1 INTRODUCTION**

READINGS: \* Chapter One: "The Making of Mexico" (Buchenau, 9-36)

FILM: \* *Hecho en México*  
<https://vimeo.com/78490231>

#### **Week 2 THE RISE OF A NATION**

READINGS: Chapter 15. The Wars for Independence  
Chapter 16. The First Mexican Empire

FILM: \* *Foreigners in Their Own Land* (PBS, 2013)  
<https://www.pbs.org/video/latino-americans-episode-1-foreigners-their-own-land/>

#### **Week 3 THE REPUBLIC AND THE MEXICAN-AMERICAN WAR**

READINGS: Chapter 17. The Early Mexican Republic  
Chapter 18. Santa Anna, the Centralized State, and the War with the United States  
Chapter 19. Society and Culture in the First Half of the Nineteenth Century

VIDEO: \* Valeria Luiselli (Interview)  
<https://www.youtube.com/watch?v=ma8mwVQYWco>

<b>Week 4</b>	<b>REFORM AND FRENCH INTERVENTION</b>
READINGS:	Chapter 20. The Reform and the French Intervention Chapter 21. The Restored Republic: Nascent Modernization Chapter 22. Society and Culture in the Middle of the Nineteenth Century
FILM:	* <i>Patria</i> (Matías Gueilburt, 2019)– Netflix
<b>Week 5</b>	<b>THE PORFIRIATO</b>
READINGS:	Chapter 23. The Porfiriato: Order and Progress? Chapter 24. The Costs of Modernization Chapter 25. Society and Culture during the Porfiriato
VIDEO:	Gael García (Interview) <a href="https://www.youtube.com/watch?v=slaYgTy2MPE">https://www.youtube.com/watch?v=slaYgTy2MPE</a>
<b>Week 6</b>	<b>THE REVOLUTION</b>
READINGS:	Chapter 26. Madero and the Liberal Indictment of the Porfiriato Chapter 27. Revolts and Dictatorship Obstruct the Democratic Overture Chapter 28. The Illusory Quest for a Better Way
FILM:	* <i>Part 1: The Storm that Swept Mexico</i> (Ray Telles, 2011) <a href="https://www.youtube.com/watch?v=pVWcgOcvgV0">https://www.youtube.com/watch?v=pVWcgOcvgV0</a>
<b>Week 7</b>	<b>POSTREVOLUTIONARY MEXICO</b>
READINGS:	Chapter 29. Society and Culture during the Revolutionary Years Chapter 30. Calles: Supreme Chief of an Institutionalized Revolution Chapter 31. Cárdenas and the Essence of the Revolution
FILM:	* <i>Part 2: The Storm that Swept Mexico</i> (Ray Telles, 2011) <a href="https://www.youtube.com/watch?v=pVWcgOcvgV0">https://www.youtube.com/watch?v=pVWcgOcvgV0</a>
<b>Week 8</b>	<b>THE MEXICAN MIRACLE?</b>
READINGS:	Chapter 32. Society and Culture in the Postrevolutionary Period Chapter 33. From Revolution to Evolution
FILM:	* <i>Frida</i> (Julie Taymor, 2002) – Criterion on Demand * <i>Los Olvidados</i> (Luis Buñuel, 1950) – Library and Monday screening <a href="https://www.youtube.com/watch?v=DX1uyJUa1o8">https://www.youtube.com/watch?v=DX1uyJUa1o8</a>
<b>Week 9</b>	<b>THE REPRESSIVE STATE</b>
READINGS:	Chapter 34. The Lull and the Storm Chapter 35. Failures of Development in the One-Party State Chapter 36. Society and Culture: A New Internationalism
FILM:	* <i>Roma</i> (Alfonso Cuarón, 2018) – Netflix

**Week 10**

**NEOLIBERAL MEXICO**

READING: Chapter 37. The Neoliberal State: A Path to Democracy

FILMS: \* *A Place Called Chiapas* (Nettie Wild, 1998)  
[https://www.youtube.com/watch?v=HYgd9\\_Mr-LU](https://www.youtube.com/watch?v=HYgd9_Mr-LU)  
\* *1994 (Episodes 1-4)* — Netflix

**Week 11**

**A NEW CENTURY**

READINGS: Chapter 38. The Challenges of Democratization

FILM: \* *Amores Perros* (Alejandro González Iñárritu, 2000) – *Criterion on Demand*

**Week 12**

**MEXICO TODAY**

READING: Chapter 39. Progress and Problems

Chapter 40. Society and Culture in an Era of Crises and Global Entanglements

FILM: \* *Gimme the Power* (Olallo Rubio, 2012)  
<https://www.youtube.com/watch?v=ZxNFPCN2BqE>

