

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

Code: **HIS F352L** (80850)/**LAS F366** (80960)

Instructor: Dr. Matthew Butler

Semester: SUMMER 2020

Office: Garrison 3.414

Time: **MTWThF, 8.30-10:00** (9:45) **a.m.**

Office hours: **TTH 10:00-11:00 a.m.**

Venue: **ONLINE**

Phone: (512)-475-7972

Prerequisite: upper division standing

Email: [mbutler@austin.utexas.edu](mailto:mbutler@austin.utexas.edu)

TA: Madeleine Olson

Email: [molson@utexas.edu](mailto:molson@utexas.edu)

### ***Course description***

This 6-week summer 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 (agrarian, political, social, cultural) was the Mexican Revolution? What caused and drove it? What did ordinary people think about the revolution and how far did they shape its course or simply suffer in its wake? Did “many Mexicos” just produce many revolutions, or can broader narratives be discerned? What were the main contours of Mexico’s post-revolutionary regime, and how different were they compared 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 some brief lectures; group discussions of set readings, primary documents, and folk songs (*corridos*); and occasional viewings of documentary or theater films made during (or about) the revolutionary years.

To do well in the course, you will need to develop your analytical skills (e.g. concerning different interpretations of the Revolution, not just matters of fact); your compositional skills (by presenting a reasoned, opinionated case on paper); and your communication skills (by contributing to discussions). Since this is a short term, assessment will be in the form of weekly papers, a map quiz, and a longer, final paper.

By the end of the course you will have acquired 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/access and read the following texts, which are **essential for assignments** and for **class discussion**. These texts have been chosen to provide you with a mixture of classic and some of the best recent scholarship on the revolution by Mexican, North American, and European historians. I have also 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 to form your own opinion about the events of 1910-1940. **Starred texts (\*) available online as ebooks via UT Library.**

Mariano **Azuela**, *The Underdogs: A Novel of the Mexican Revolution* (New York: Penguin, 2008, or other reputable edition)\*

Martín Luis **Guzmán**, *The Shadow of the Strong Man* (Hackett: Indianapolis, 2017)

Gilbert **Joseph & Jürgen Buchenau**, *Mexico's Once and Future Revolution: Social Upheaval and the Challenge of Rule since the Late Nineteenth Century* (Durham: Duke, 2013)\*

Stephen E. **Lewis** and Mary Kay **Vaughan (eds.)**, *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)\*

### 1. **Shorter readings (made available on Canvas), by order of appearance:**

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

Paul **Gillingham**, "The Emperor of Ixcateopan: Fraud, Nationalism, and Memory in Modern Mexico," *Journal of Latin American Studies* 37/3 (2005): 561-584 \*

Matthew **Butler**, "Revolution and the Ritual Year: Religious Conflict and Innovation in Cristero Mexico," *Journal of Latin American Studies* 38/3 (2006): pp. 465-490 \*

Alan **Knight**, "Cardenismo: Juggernaut or Jalopy," *Journal of Latin American Studies* 26, no. 1 (1994): 73-107 \*

### iii. **Primary source documents**

Most primary documents are available through Gilbert **Joseph & Timothy Henderson**, *The Mexico Reader* (Durham: Duke, 2002).\* Therefore, please consult primary documents ahead of class using that source. Other sources supplied on Canvas. In order of appearance, primary documents are as follows:

James **Creelman**, "President Díaz, Hero of the Americas," in *Mexico Reader*, pp. 285-291 \*

Francisco **Madero**, "Communication from the Spirit of B.J." [Canvas/class handout]

Luis **Cabrera**, "Restoration of the *Ejido*," in *Mexico Reader*, pp. 344-350 \*

Emiliano **Zapata**, "The Plan of Ayala," in *Mexico Reader*, pp. 339-343 \*

Oscar **Lewis**, "Pedro Martínez," in *Mexico Reader*, pp. 375-386 \*

John **Reed**, "Pancho Villa," in *Mexico Reader*, pp. 364-371 \*

"The **Constitution of 1917**: Articles 27 and 123", in *Mexico Reader*, pp. 398-402 \*

Plutarco Elías **Calles**, "Mexico Must Become a Nation of Laws," *Mexico Reader*, pp. 421-425 \*

Frank **Tannenbaum**, "The Miracle School," *Century Magazine* 106 (August 1923): pp. 499-506  
[Canvas]

Carlos **Pellicer**, "Ode to Cuauhtémoc," in *Mexico Reader*, pp. 406-410 \*

Juan **Rulfo**, "They Gave Us the Land," in *Mexico Reader*, pp. 465-469 \*

Fernando **Benítez**, "The Agrarian Reform in La Laguna," in *Mexico Reader*, pp. 445-451

Josephus **Daniels**, "The Oil Expropriation," in *Mexico Reader*, pp. 452-453 \*

## 1. 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.) and/or the same director's *Vámonos con Pancho Villa* (1936, 92 mins.); and Sergei Eisenstein's *¡Qué viva México!* (1931, 85 mins.).

## 1. Assignments

There is no final exam. Instead there will be the following, cumulative assignments:

- (i) *Map quiz* – Short answers on regions, states, geography (**WEEK 2**)
- (ii) *Short papers* – 4x 1-2 pp. double-spaced essays (**DUE IN WEEKS 2-5**)
- (iii) *Final paper* – 5-6 pp. double-spaced essay (**DUE FRIDAY WEEK 6**)

## 1. Grading policies

### (a) Weighting of assignments.

Assignments/participation will be weighted as part of the total course credit as below:

- Map quiz (10%)
- Reading papers (x4 @ 10% = collectively, 40%)
- Participation in online discussion (20%)
- Final paper (30%)

### (b) Grading scale

At the end of the semester, the accumulated % will be converted into a final letter grade for the course. UT (Fall 2009) 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%	<b>A</b>
90-92%	<b>A-</b>
87-89%	<b>B+</b>
83-86%	<b>B</b>
80-82%	<b>B-</b>
77-79%	<b>C+</b>
73-76%	<b>C</b>
70-72%	<b>C-</b>
67-69%	<b>D+</b>
63-66%	<b>D</b>
60-62%	<b>D-</b>
Below 60%	<b>F</b>

### **vii. Course Format & Schedule (provisional and subject to review)**

The course will be a mixture of lecturing and guided class discussion of readings, films, Art, and source document analysis. Participation is expected, assessed, and encouraged.

**NOTE:** Because of the Coronavirus pandemic, in 2020 this course will be 100% online, using Zoom. However, delivery will be **synchronous**, in real time. Student participation **using video** is required. I want *you* in the class, not a black screen. Lectures *only* may be recorded to the Cloud and shared in case of documented (e.g. medical) absence. Discussions will not ordinarily be recorded. If you do not have a webcam, please consider purchasing one. Student Emergency Services may help with cost if necessary.

Below you will find a week-by-week and day-by-day breakdown of the course, including each *general class topic*, the *readings for each given day*, plus any *assignments*. Readings subject to change.

#### **Week One (4-5 June):                      Overview (Reading to Complete for Class)**

Thursday 4 June:                      Syllabus and welcome

Friday 5 June:                      Overview (chronology and discussion of Buchenau & **Joseph**, “Introduction: Revolution and the Negotiation of Rule in Modern Mexico”)

**Week Two (8-12 June):      Revolution Cometh, 1876-1913**

Monday 8 June                      Theories of revolution: (**Ruiz**, *Great Rebellion*; **Skocpol**

“A Structural Analysis”)

Tuesday 9 June                      Porfirian Mexico (Womack, *Zapata*; pp. 10-66; **Buchenau & Joseph**, ch. 2 “Porfirian Modernization and its Costs”; Primary Document: **Creelman**)

Wednesday 10 June                      *Maderismo* (**Buchenau & Joseph**, ch. 3 “The Revolution Comes and Goes, 1910-1913”; Primary Document: **Madero**)

Thursday 11 June                      *Maderismo* in Power (Primary Document: **Cabrera**)

Friday 12 June                      Map Quiz/Recap

*Assignment:* Paper 1 (15%) due Friday 12 June, TOPIC: THEORIES OF REVOLUTION

**Week Three (15-19 June):      La bola: Popular Revolutions, 1911-1920**

Monday 15 June                      *Zapatismo* (**Womack**, *Zapata*, pp. 224-256; Primary Document: **Zapata**)

Tuesday 16 June                      *Zapatismo* in practice (Primary Document: **Lewis**)

Wednesday 17 June                  Film: *El compadre Mendoza* (available for live streaming via UT Libraries, <https://www.kanopy.com/product/que-viva-mexico>; view before class for discussion)

Thursday 18 June                    *Villismo* (Primary Document: **Reed**)

Friday 19 June                      *Villismo* in practice (**Azuela**, *The Underdogs*)

*Assignment:* Paper 2 due Friday 19 June (15%), TOPIC: *THE UNDERDOGS*

**Week Four (22-26 June):      Constitutionalism and Reconstruction, 1913-1924**

Monday 22 June:                    Constitutionalism (**Buchenau & Joseph**, ch. 4, “The Violent Climax of the Revolution, 1913-1920”; Primary Document: **Constitution of 1917**)

Tuesday 23 June:                   1920s Reconstruction (**Buchenau & Joseph**, ch.5, “Forging and Contesting a New Nation, 1920-1932”; Primary Document: **Calles**)

Wednesday 24 June:                Education (**Lewis**, “Nation, Education, & the ‘Indian Problem,’” and **Vaughan**, “Nationalizing the Countryside: Schools and Rural Communities,” in Vaughan & Lewis (eds.), *Eagle and the Virgin*, pp. 157-175 and 176-195; Primary Document: **Tannenbaum**)

Thursday 25 June:                   *Indigenismo* (**Gillingham**)

Friday 26 June: Viewing of painting *Cuauhtémoc*, by David Siqueiros and/or discussion of **Pellicer**

**Assignment: Paper 3 due Monday 29 June (15%), TOPIC: *THE SHADOW OF THE STRONGMAN***

**Week Five (29 June-3 July): Counterrevolution & Consolidation: 1926-1934**

Monday 29 June Film: *¡Qué viva México!* (available via UT's Kanopy live stream, view before class for discussion)

Tuesday 30 June *Callismo* and revolutionary nationalism (**Bantjes**, "Saints, Sinners," and **Bliss** "Health of the Nation," in **Vaughan and Lewis**, *Eagle and the Virgin*, pp. 137-156, pp. 196-218)

Wednesday 1 July *Cristeros* (**Meyer**, "Catholics," in Vaughan and Lewis, *Eagle and the Virgin*, pp. 312-327)

Thursday 2 July Religion during the Mexican Revolution (**Butler**, "Revolution and the Ritual Year")

Friday 3 July *Agrarismo* (Primary Document: **Rulfo**, "They Have Given Us the Land")

**Assignment: Paper 4 due Friday 3 July, TOPIC: *INDIGENISMO***

**Week Six (6-9 July): Cárdenas and Revolutionary "Redemption," 1934-1940**

Monday 6 July	The <i>Ejido</i> ( <b>Womack</b> , <i>Zapata</i> , pp. 331-387; Primary Document, <b>Benítez</b> )
Tuesday 7 July	<i>Cardenismo</i> ( <b>Joseph &amp; Buchenau</b> , “Resurrecting and Incorporating the Revolution, 1932-1940”; Knight, “ <i>Cardenismo</i> ”)
Wednesday 8 July	The Revolution in 1940
Thursday 9 July	Course close and survey

*Assignment: Final Paper, due Friday 9 July*

---

#### **viii. Classroom Policies**

**Attendance.** *You are allowed up to three unexcused absences. Each additional unexcused absence will carry up to a 5% penalty, applied to the course grade.* “Present” means present for the whole online session. For medical absences to be excused, a doctor’s statement/evidence is usually required. If you miss class, consult with me about catch-up procedures/materials for that day.

**Late work.** Please submit all assignments to Canvas by deadline. For work submitted late, and without demonstrably good cause, there will be a penalty of *one letter grade per day, up to a maximum of three days & including weekends*. Work submitted more than three days late will be given a grade of zero. I do *not* accept work by email attachment, except by agreement.

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

**Email.** I will try to answer reasonable email queries within a 24 hours. Please check your email/Canvas for course announcements. Please check the syllabus for all basic course information before emailing me.

**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.