



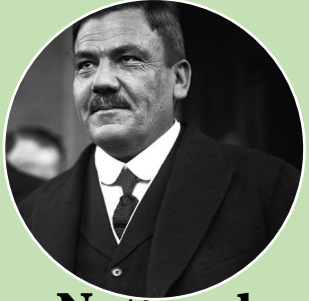
Massacre in Mexico (2)

Wednesday, February 28

Today's objectives

- To contextualize Mexico's Institutional Revolutionary Party;
- Decipher various perspectives on the Student Protests, as they are presented to us in *Massacre in Mexico*;
- Determine the explicit and implicit themes that emerge through collective testimony

The PRI: the “perfect dictatorship”



**National
Revolutionary
Party (PNR)**
founded in 1929 by
Plutarco Elías Calles
(Supreme
Commander in
Chief)



Lázaro Cárdenas
(1934-1940), founds
**the Party of the
Mexican
Revolution**



Manuel Ávila
Camacho
Changed the party's
name to the
**Institutional
Revolutionary
Party** (1946).



Student protests in
1968 against
“democracy” in
Mexico and the
institutionalization of
the PRI.



**The Mexican
Dirty War**
(1964-1982)



Some key Groups/Places

PRI (*Institutional Revolutionary Party*)

CNH (*National Strike Committee*, Consejo Nacional de Huelga)

IPN (*National Polytechnic Institute*)

UNAM (*National Autonomous University of Mexico*)

ESIME (*Superior School of Mechanical and Electrical Engineering*)

Granaderos (riot police)

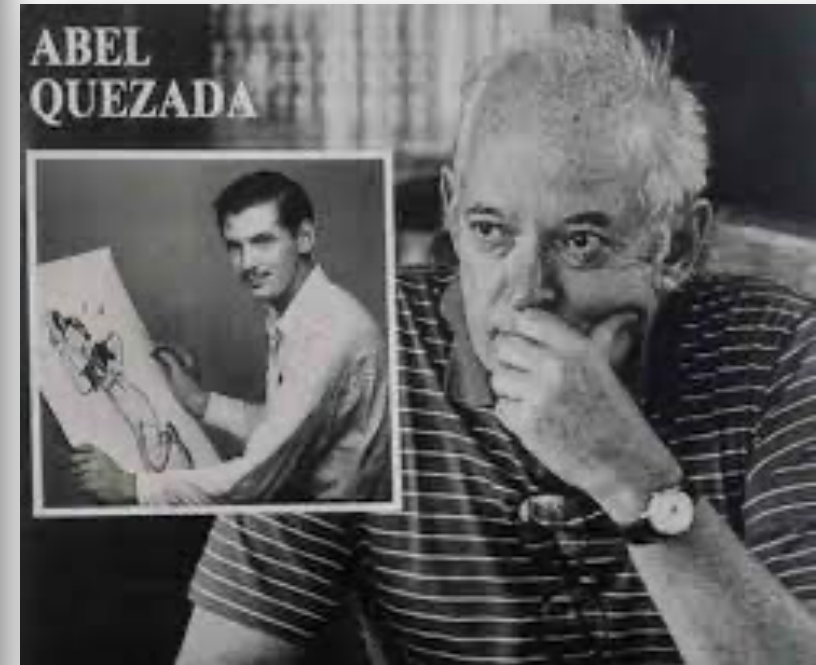
Warm-up

¿Por qué? / Why?



ALEGORÍA DE UNA MATANZA

Hace 50 años, **Excelsior** publicó el cartón de Abel Quezada que marcó una época: un lienzo negro con una pregunta que, pese a la desclasificación de documentos, miles de testimonios, libros e investigaciones, permanece sin ser contestada.



Allegory of a Massacre

50 years ago, Excelsior published a box by Abel Quezada that framed [an historic] period: a black canvas with a question that, in spite of the disqualification of documents, thousands of testimonials, books, and investigations, remains unanswered...

Poniatowska frames the testimonials

p. 199

“This is their story, woven out of their words, their struggles, their mistakes, their pain, and their bewilderment at the turn events took.”

“In these pages there echo the cries of those Who died and the cries of those who lived on after them. These pages express their outrage and their protest: the mute cry that stuck in thousands of throats, the blind grief in thousands of horror stricken eyes on October 2, 1968, the night of Tlatelolco”

Critical investigations

- Look through pp. 199-208, and respond to the following questions.
- What details can you piece together about the happenings of October 2, 1968?
 - Are there different sides or versions of the story presented? What details do we learn from such perspectives?
 - Who are the *victims*? Who are the *villains*? Is there clarity on this? What is there consensus on?

“All witnesses agree that the sudden appearance of flares in the sky above the *Plaza de las Tres Culturas* at the Nonoalco-Tlatelolco housing unit was the signal that unleashed the hail of bullets which turned the student Meeting of October 2 in to the Tlatelolco tragedy” (202).

“It is quite certain that even today the precise death toll has not yet been determined” (207).

“At present (early in 1971) those still imprisoned in Lecumberri number about 165” (207).

“We shall probably never know what motive lay behind the Tlateloco massacre. Terror? Insecurity? Anger? Fear Of losing face? Ill-will toward youngsters who deliberately misbehave in front of visitors” (207)?

GROUP 1

Madison Wilde	Rohtab	
Danny Castillo	Rae Hu	
Mathew		

GROUP 2

Morris	Cameron	Sarah L.
Tadeu	Gabriel	
Sebastian	Lara	

GROUP 3

Samantha	Danielle	Leili
Laila	Michaela	Munira
Sol	Marli	

GROUP 4

Kaden	Elisa	Joshua
Siavash	Avery	Eddie
Sarah	Vista	

GROUP 5

Nora	Olivia		
Anushka	Asra		
Alexandra	Carly		

GROUP 6

Nathan	Ana Sofia	Tim	
Danya	Shenger	Mahona	
Jasmine	Clarissa	Angelina	

GROUP 7

Jennifer	Noah		
Ian	Danilo		
Jeisa	Tashiya		

The testimonials

pp. 209-236

What details can you piece together the different perspectives
Shared through these specific testimonies?

Focus on the name next to your group, as well as that tagged for
“all”.

Group 1: Margarita Nolasco (pp. 209, 210, 212-213)

Group 2: Ernesto Morales Soto (pp. 209-210)

Group 3: Gilberto Guevara Niebla (pp. 213-214)

Group 4: The Ernesto Morales Soto Deposition (pp. 214-215)

Group 5: Ana Ignacia Rodríguez (pp. 216-218)

Group 6: Eduardo Valle Espinoza (pp. 218-219)

Group 7: Mercedes Olivera de Vázquez (pp. 219-222)

All: Diana Salmerón de Contreras (pp. 223, 224, 225, 226, 227, 228, 233)

For Friday

- Read pp. 236-284, keeping in mind our initial questions:
 - What details can you piece together?
 - Who is involved in the protests? Are there different “sides” of the story presented?
 - Why do the students protest?
 - What are they seeking?
 - Who initiates a war on them? Why?
 - What testimonies stand out for you? Why?