This upper division undergraduate course focuses on Mexico as a key example of the major issues, debates, and conflicts that arose over citizenship and the idea of the nation in the multi-ethnic and culturally complex societies that evolved in the Americas. It explores the transition from “colonial” to “national” formations and analyzes the different strands of political thought and practice around the issues of fundamental rights, conflicts between church and state, and the defense of national territory. Readings and class discussions will center on primary sources, including novels, art, and music, as well as one common textbook and supplementary historical analyses of these issues.

Instructor: Professor Cynthia Radding
Email: radding@email.unc.edu
Office hours: Tuesdays 3:00-4:30pm, Wednesdays 1:30-3:00 pm and by appointment

Texts to purchase in Student Stores or read from the UNC-CH Library.


Our goals for this course are:

- To develop our skills in critical reading, group discussion, and writing
- To analyze Mexican history in relation to global history, focused on the themes of citizenship and the construction of a nation-state in a highly mixed and unequal society
- To evaluate different sources of information

To reach these goals, our first objective is to create a community in which students feel comfortable sharing their ideas with mutual respect and constructive criticism. Our second objective is to read and connect different sources of information on Mexico, from the colonial legacy to the mid nineteenth-century reforms and revolutions. The required textbooks will provide the core readings, supplemented by articles posted in UNC Library e-reserves or on Sakai.

Honor code: All written work, including exams, must bear either the full honor code pledge (“On my honor, I have neither given nor received unauthorized assistance on this examination or written assignment”) or the word “Pledge” followed by your signature to indicate your adherence to the UNC Honor Code. No grade will be recorded without the pledge. In signing it, you affirm that the work that bears your name is indeed yours. Academic dishonesty and other offenses against the ethical standards of the university are defined at: http://honor.unc.edu/honor/index.html and http://instrument.unc.edu.

Assistance: Students with registered disabilities are encouraged to inform me of their needs. I will make every effort to accommodate your learning styles and requirements. Please work with me and through the Academic Success Program at the Learning Center.

Grades: Student assessments are based on the following distribution: attendance and participation in class discussions and on-line discussion forums, 10%; six written responses to the assigned readings, 60%; final exam 30%. Response papers should explain the main arguments of the required readings, compare them, and express your ideas about them; their length should extend to 800-1,000 words. Failure to turn in any written assignment will result in the student’s ineligibility to take the final exam and thus to pass the course. Students are required to attend ALL classes; absences will be excused only with written medical affidavits. Three unexcused absences will result in a one-step lowered grade.

Sources of Information through UNC Libraries:
Latin America Data Base, Source Mex  http://ladb.unm.edu/sourcemex
Latin American Newspapers Series 1, Series 2, in partnership with the Center for Research Libraries
Latin American Newsstand

Sources of Information at large:
La Jornada, daily news published in Mexico.
The Americas Program http://www.cipamericas.org/

In addition to the formal class meetings indicated below, the instructor will arrange two visits to the Ackland Museum and the Wilson Library to see artwork and rare books directly related to the course.
Themes and Weekly Readings and Assignments

Jan 12  Introduction, explanation of goals and objectives for this class by students and the instructor.

Colonial Foundations
Jan 14  OHM, Section II, Chapter 4, M. Burkholder, “An Empire Beyond Compare,” 109-142.
Jan 26  OHM, Section II, Chapter 7, Melville and Skopyk, “Disease, ecology, environment,” 203-234.

Gender, Social Hierarchies, and Everyday Life in New Spain
Jan 28  Lipsett-Rivera, Gender, Ch. 1, Introduction, 1-29. First response paper due, discussing at least three of the above chapters.

Feb 4  Lipsett-Rivera, Gender, Ch. 2, “Space and Mexican Society,” 31-68.
Feb 9  Lipsett-Rivera, Gender, Ch. 3, “Behind Closed Doors,” 69-104.
Feb 11 Lipsett-Rivera, Gender, Ch. 4, “Beyond the Door,” 105-136.
Feb 16 Second response paper due, discussing Lavrín’s essay and the chapters in Lipsett-Rivera.

Race, Ethnicity, and Colonial Society
Feb 18  D. Tavárez, Chapter 3, “Legally Indian,” in Imperial Subjects, 81-100.
Feb 25  C. Radding, Chapter 4, “Many Faces of Colonialism,” in Imperial Subjects, 101-114.
Mar 8   Third response paper due, discussing the readings on race, ethnicity and colonial society.
Mar 10  Review of the major themes of colonial-era Mexico through focused Discussion Forums.
Mar 15, 17 SPRING BREAK
Transitions to Independence


Nation-Building, Political Conflicts, and the Contradictions of Liberalism

Apr 7 Gamboa, *Santa*, Introduction and Part I (Chapters 1-5)

Apr 12 Gamboa, *Santa*, Part II (Chapters 6-10)

Apr 14 **Fifth response paper due on Santa and its relationship to nineteenth-century Mexico.** Visit to Wilson Library


Apr 26 **Sixth response paper due on the different meanings of democracy, citizenship, and political participation in Mexico.** Visit to Ackland Museum.

**Final Exam**
Tuesday May 3 at 12:00 pm (noon)

The graduate students enrolled in the course will participate in the weekly class meetings and complete the readings as listed in the syllabus. In addition, they will read the entire books listed at the beginning of the syllabus, and we will arrange several separate seminar-like meetings during the semester. In place of response papers, the graduate students will write historiographical reviews of the assigned books.