

**SP 2016 HIST 529. History of Mexico, 1750-1870:
“War, Independence and Reforms: Citizenship and Conflict in a New Nation”
T/Th 12:30-1:45pm Dey Hall 203**

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.

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Office hours: Tuesdays 3:00-4:30pm, Wednesdays 1:30-3:00 pm and by appointment



México y sus alrededores 1769
UNC-CH Wilson Library

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

The Oxford History of Mexico, eds. William H. Beezley, Michael C. Meyer, Oxford University Press, 2010. (OHM)

Federico Gamboa, *Santa: A Novel of Mexico City*, trans. John Chasteen, UNC Press, 2010. E-book in library.

Peter Guardino, *The Time of Liberty. Popular Political Culture in Oaxaca, 1750-1850*, Duke University Press, 2005.

Imperial Subjects. Race and Identity in Colonial Latin America, eds. Andrew B. Fisher, Matthew D. O’Hara, Duke University Press, 2009. Selected chapters. E-book in library.

Cycles of Conflict, Centuries of Change. Crisis, Reform, and Revolution in Mexico, Elisa Servín, Leticia Reina, John Tutino, eds., Duke University Press, 2007. Selected chapters.

Fernando del Paso, *News from the Empire*, trans. Alfonso González & Stella T. Clark, 2009, selected passages.

Sonya Lipsett-Rivera, *Gender and the Negotiation of Daily Life in Mexico, 1750-1856*, U of Nebraska Press, 2012. E-book in 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

<http://search.proquest.com/latinamericanews/advanced?ip?accountid=14244>

Sources of Information at large:

La Jornada, daily news published in Mexico.

The Americas Program <http://www.cipamericas.org/>

Proceso, weekly news analysis. <http://www.proceso.com.mx/>

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 19 OHM, Section II, Chapter 5, L. Curcio-Nagy, "Faith and Morals in Colonial Mexico," 143-174.

Jan 21 OHM, Section II, Chapter 6, R.W. Patch, "Indian Resistance to Colonialism," 175-202.

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 2 OHM, Section II, Chapter 8, A. Lavrín, "Women in Colonial Mexico," 235-262.

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 23 H. Bennett, Ch. 4, "Provincial Black Life," in *Colonial Blackness: A History of Afro-Mexico*, Indiana University Press, 2009, 114-136. E-book in library.

Feb 25 C. Radding, Chapter 4, "Many Faces of Colonialism," in *Imperial Subjects*, 101-114.

Mar 1 P. Guardino, *Time of Liberty*, Ch. 1, "Society, Economy, and Politics in Colonial Antequera," 19-39

Mar 3 P. Guardino, *Time of Liberty*, Ch. 2, "Society, Economy and Political Culture in Villa Alta," 40-90.

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

Mar 22 P. Guardino, *Time of Liberty*, Ch. 3, "Bourbon Intentions and Subaltern Responses," 91-121.

Mar 24 OHM, V. Guedea, "The Old Colonialism Ends, the New Colonialism Begins," 265-284.

Mar 29 P. Guardino, *Time of Liberty*, Ch. 4, "Loyalty, Liberalism, War, and Independence," 122-155.

Mar 31 A. Annino, "The Two-Faced Janus: Pueblos and the Origins of Mexican Liberalism," in *Cycles of Conflict, Centuries of Change*, 60-90. **Fourth response paper due on the Independence process in Mexico.**

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

Apr 5 OHM, P. Vanderwood, "Betterment for Whom? The Reform Period: 1855-75," 349-372.
Fernando del Paso, *News*, selected passages posted on Sakai course site.

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 19 K. Caplan, "Indigenous citizenship," in *Imperial Subjects*, 225-248.

Apr 21 L. Reina, "Local Elections and Regime Crises," in *Cycles of Conflict*, 91-125.

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.