HIST 421 REVOLUTIONARY MEXICO, 1876-1930

Professor: Dr. Marie Francois  
Email: marie.francois@csuci.edu  
Location: Online, Zoom Meetings Wednesdays 9-11:00AM and Engagement in Canvas Modules  
Zoom Room (for online office hours): Wednesdays 11:00AM-1PM and by appointment  

To join class and office hours, you can connect from the link in your Canvas Calendar  

Instructor Communication Policy: Please email me your concerns and questions, I will respond within 24 hours Monday-Friday. I may not be available to respond on a weekend, but please leave a message and I will respond on Monday.  

As noted above, I will begin office hours during the scheduled class time, to facilitate scheduling. If you would like to set up a ZOOM meeting or phone conversation at a different time, please email me three days and times you can meet.

Course Description (Catalog): This course evaluates the social and political causes and consequences of the Mexican Revolution. Attention is also given to the influence and intervention of the United States of America in Mexico’s economic and domestic affairs.

More About the Course: Mexico experienced the world’s first social revolution in the early twentieth century that included a civil war in which well over 1 million people lost their lives. This course begins before the Revolution with the rise of Porfirio Diaz, who for three decades oversaw the classic liberal economic development of the country that opened it to foreign investors while denying Mexicans basic civil liberties. The Porfiriato
produced the cultural, political, social, and economic contexts from which revolution emerged in 1910. We will examine protagonists and events of the Revolution, as well as the institutionalization of and resistance to the social, political, economic, and cultural processes that resulted to shape Mexico in the twentieth century. We will engage historiographical interpretations of the Porfiriato and the Revolution. You will develop analytic reading and writing skills; teamwork and oral communication skills. Portions of most class meetings will be led by students. We will meet together on Zoom for some portion of the class period each Wednesday morning, and will also engage each other through interactive Canvas modules.

**Student Learning Outcomes:**

1. demonstrate an understanding of the background, causes, process, internal dynamics, leadership, and outcomes of the Mexican Revolutionary period.

2. explain the institutionalization of and resistance to the social, political, economic, and cultural processes that resulted from the Revolution to shape Mexico in the 20th & 21st centuries

3. analyze the relationship between the United States and the revolutionary events taking place in Mexico

4. appraise the shifting historiography of the Mexican revolutionary period and how historians’ preoccupations have changed over time

5. use and evaluate primary and secondary historical sources

**Are you ready to learn online?**

Online learning is often described as “harder than expected.” This is due to the unique nature of online classes. If this is your first online class, please take a moment to click the link below and assess your readiness to succeed online. (NOTE: This readiness quiz implies you had a choice to take this class on line this semester, which I realize you did not have, as the course delivery was decided at the system level due to COVID-19.)

- [http://www.csuci.edu/tli/onlinereadiness.htm](http://www.csuci.edu/tli/onlinereadiness.htm)
Course Structure:

- Our course will meet synchronously through Zoom on Wednesday mornings from 9-11:00, and asynchronously on Canvas discussion boards and VoiceThreads.
- The course is organized in Weekly Modules.
- New Modules start on Mondays and end on Fridays. Discussion postings in Canvas and Assignments are always due at midnight on the day they are due (Monday, Wednesday, or Friday).
- See the Course Structure page in the Start Here Module in Canvas for suggestions on planning your week.

Required Materials:

All the readings required for this course, which is considerable as an upper division History course, are available free of charge through the CI library catalog or the Internet Archive Open Library, or as pdfs. Listed below are e-books we will read all of; elsewhere below is the full schedule of assigned readings (scholarly articles and book chapters).


E-book in Broome collection.


Elena Poniatowska, *Here’s to You, Jesusa!* 2001

[https://openlibrary.org/works/OL15858603W/Here%27s_to_you_Jesusa](https://openlibrary.org/works/OL15858603W/Here%27s_to_you_Jesusa)

Or read it in the original Spanish:

Elena Poniatowska, *Hasta No Verte, Jesus Mia!* 1998

[https://openlibrary.org/works/OL9137020W/Hasta_No_Verte_Jesus_Mio](https://openlibrary.org/works/OL9137020W/Hasta_No_Verte_Jesus_Mio)

E-books from Internet Archive Open Library. Open a free account for borrowing access.


English and Spanish editions available at: [https://openlibrary.org/books/OL5874438M/The_underdogs](https://openlibrary.org/books/OL5874438M/The_underdogs)

E-books from Internet Archive Open Library. Open a free account for borrowing access.

Articles and book chapters accessed through Broome library electronic collections, or book chapters provided by pdf. A monograph chosen from an approved list (for Midterm Monograph Project).

How to Access our Course and Get Started:

- Log into MyCI: [http://myci.csuci.edu](http://myci.csuci.edu)
- Click on CI Learn
- Locate our course card in your Dashboard and click on it
- This will take you to the course home page. View the information on the homepage and proceed to the “Start Here” area.

Technology Requirements and Support:

1. A computer and access to the internet and a quiet place to record. Headphones with a built in microphone will be helpful, or earbuds. A webcam on your computer will allow you to participate on Zoom with video during synchronous sessions; actively engage in other ways when you don’t use video.

2. **Google Chrome** (web browser) is recommended to work with Canvas. I myself use Firefox more often, and have had no problems.

3. In addition to Canvas discussion boards and ZOOM, you will use a web-based tool called **VoiceThread** in this class. Clicking on the link will get you to support from Teaching and Learning Innovation or TLi.

What I Expect of You:

- Online classes are deceiving. Many times new online learners expect them to be
easier than face-to-face classes and are surprised to learn how time intensive they are.

- Plan your schedule to ensure you have approximately 10 hours per week to spend on this class and take time to identify where and when you’ll do your learning. Upper division history classes have considerable reading (100-150 pages a week in a 15 week semester; 250-300 pages per week in this accelerated class), so plan accordingly.

- Review the due dates for the assignments (see Course Structure section) to orient yourself to the flow of the learning. This course requires regular engagement throughout each week. Plan to login regularly!

- Some of the assignments will be done in teams. Working with peers to “do” history, rather than just reading and writing about what you read, will engage you more with your learning. Also, increasingly, many workplaces will require you to work in teams, and this will better prepare you for that.

Online Etiquette:

**Community Ground Rules**

In an effort to ensure our learning community develops, thrives and sustains throughout our time together, the following ground rules will be in effect at all times.

1. Consider yourself a member of a community. A community is a group of individuals who work together to support a common goal or interest. We are working together to support the successful achievement of our learning outcomes.

2. Log-in and participate regularly to group conversations and activities on Canvas.

3. Attend our Zoom synchronous meetings, and remain present throughout. You are not required to be on camera, but be ready to respond when called on or to participate when in breakout rooms.

4. Make every effort to manage your time and meet scheduled due dates. Not doing so will affect the interactive nature of this program.

5. Treat the diverse contributions made by other community members with respect. Absolutely no hateful language will be tolerated in this class.

6. Have patience and a sense of humor with technology.

7. Be a learner. Keep an open mind when introduced to new ideas that may challenge your perceptions.

8. Ask for help when you need it, and assist others when possible.

9. Understand that communications shared through text have a higher likelihood of being misinterpreted than words that are spoken. Therefore, when you type a thought or a
comment on Canvas or in VoiceThread or in the Zoom chat, read it carefully before you submit it. If you question the way it is worded, read it out loud to yourself. If you still question the way it’s phrased, rewrite it.

10. Contribute regularly in break out rooms on Zoom, and to group dialogue on canvas, including discussion board posts and replies. The contributions of each individual plays a role in the collective strength and diversity of our community.

11. If, at any time, you feel that any of these ground rules has been violated by a member of our community, you are encouraged to bring your concern directly and immediately to me. Clearly identify which ground rule has been violated and include specific evidence of the violation in your email or phone call. Your concerns will be addressed promptly and in an individualized manner.

**If You Have Technical Problems:**

**Follow these steps:**

1. Clear your browser’s cache
2. Try a different browser (Chrome or Firefox are recommended)
3. Shutdown and restart your computer
4. If your problems persist, submit a help ticket through the ITS Solution Center or call 805-437-8552

**Course Policies:**

**Late Work**

Generally, I expect you to stick to the deadlines in our course schedule, as work one week builds on the work from the previous week. That said, we are living in unusual times, and I know that circumstances beyond one’s control can be challenging. Please communicate with me as soon as you know you will have trouble meeting deadlines. This is especially important for team projects, as the success of others will depend on your contributions.

**Academic Dishonesty**

By enrolling at CSU Channel Islands, students are responsible for upholding the University’s policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the [Student Conduct Code](https://networks.h-net.org/revolutionary-mexico-1876-1930).
If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office. For additional information, please see the faculty Academic Senate Policy on Academic Dishonesty, also in the CI Catalog. Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

Accommodations for Students with Disabilities

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

- Apply for DASS Services

Attendance

You will be more successful with the challenging material in this course if you attend our Zoom meetings and participate in assigned Canvas activities with regularity. As with meeting assignment deadlines, I realize that life happens. Please communicate with me if you are going to miss class or are not able to participate in on-line activities as scheduled. For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.

Class Recording Policy

Students may not record (audio or video) in this class except in accordance with approved ADA accommodations. Any recordings made in connection with a disability accommodation are for the student’s personal academic use only and may not be distributed in any manner to any other individual.

Additional Campus Services

Guided Peer Support (GPS)

In our Canvas course you will notice a module titled “GPS: Guided Peer Support.” This
module is loaded with academic, technical, engagement, and personal support resources for you. You will also find information about a peer mentor who is dedicated to this course and is a resource for you all through the semester. Your mentor will host various academic success workshops throughout the semester and post additional resources for you. Feel free to reach out to your peer mentor at any time by sending them an e-mail or visiting their office hours. Oftentimes, if you’re not sure what you need or where you need to go, chatting with a peer mentor can help steer you in the right direction. The GPS Peer Mentor for this class is Maripas Jacobo.

**Campus Tutoring Services**

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups, beginning in the second week of the semester. For campus tutoring locations, subjects and hours, go to: [http://go.csuci.edu/tutoring](http://go.csuci.edu/tutoring).

**Civil Discourse Statement**

All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner” (language from Academic Senate Resolution SR 16-01, Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action. Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.

**Emergency Intervention and Basic Needs Statement**

**CSUCI’s Basic Needs Program**

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805)
437-8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the Basic Needs Program at CI: https://www.csuci.edu/basicneeds/.

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text “Hello” to 741741); you can also email us at caps@csuci.edu or visit our website at https://www.csuci.edu/caps.

Title IX and Inclusion

Title IX & Inclusion manages the University’s equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus’ response to the University’s nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands’ commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit https://www.csuci.edu/titleix/.

Engagement and Due Dates

Please be sure to access CI Learn (Canvas) prior to the start of the course and 4-5 times weekly throughout the session.

Exact due dates for each assignment are located in:

- On this Syllabus.
- The To Do’s listed to the right of your Canvas Dashboard
- Your Canvas Calendar.
- The Assignments link in the Course Navigation Menu
- The Syllabus link in the Course Navigation Menu
- On the Module Overview pages in Canvas.
Grading and Assignments

Each individual assignment is graded out of 100 points, and then the assignments are worth a given percentage of the grade. Except for Zoom activities (which will often be documented on an interactive Google Doc), all assignments will be submitted through Canvas. You can see them all on the Assignments tab on the left red menu in Canvas. Details on what they entail are below.

**Assignments and Grading for this Course**

**Zoom Classroom Activities**: Leading discussion of readings; participating in discussion and break out activities during Zoom meetings (10%)

**Canvas Engagement Activities**: Module One and other Discussions; Intrigue Journals drawing on readings; VoiceThread participation; Map Quiz; other online activities (15%)

**Midterm Monograph project** (10% team Voice Thread presentation; 10% individual written review) *Due Friday Oct 9*

**Primary Source Analyses (3)** (15%) *Due Fridays Sep 25, Oct 16, Nov 20*

**Final Project**: Curating a Digital Anthology of the Mexican Revolution (40%)

- Group Proposal (5%) *Due Friday Oct 2*
- Group Voice Thread Presentation (10%) *Due Wednesday December 2*
- Completed Anthology (Group) (15%) *Due Wednesday December 9*
- Individual Editor’s Note (10%) *Due Wednesday December 9*

**Assignment Categories and Descriptions**

**Zoom Classroom Activities**

- **Discussion of readings and other course materials** will take place on zoom in a variety of ways.
  - We may do a reading jigsaw activity, where individual students will prepare as “experts” on assigned readings and share the content of the readings with others and on the interactive agenda.
  - We may break into Think-Pair-Share activity, using the interactive agenda to record insights.
  - For five Wednesdays, discussion leaders will be assigned to lead
discussion of readings from the syllabus. The leaders prepare by identifying: a) each article’s main thesis, b) the kinds of evidence the authors used to make their arguments, and c) two key questions or points of discussion relating the articles to other reading (including primary sources), film, and lecture material up to that point. Leaders will turn in a hard copy of this prep through the Discussion Leader Assignment portal in Canvas. Sign ups for leading discussion for the semester will be in Module 2. Student-led discussions will be held for Modules 3, 4, 6, 9 and 10.

Canvas Engagement Activities

- **Discussion Board:** Module One’s main Canvas activity is a discussion. Other modules may have informal activities using the Discussion Board.

- **Intrigue Journal:** For most weeks, each student will post a reading on an IJ Discussion Board (by Friday at midnight), and comment on at least one peer’s journal (by Monday at midnight). Each Intrigue Journal entry should consist of 3 things/issues/questions/facts/interpretations that intrigue you, and where in the reading (include author and page number) each came up. Use your own words; just providing a quote from a reading is not sufficient. An item can (and it is better if it does) discuss more than one reading. For one of the items, explain why it is the MOST intriguing in a few sentences. Strive to **engage multiple readings** in each Intrigue Journal; the grade will reflect your ability to synthesize different assigned readings. Comment on at least one peer’s journal. Review these [guidelines](https://networks.h-net.org/revolutionary-mexico-1876-1930) on "Effectively Responding to a Peer’s Post".

- **Voice Thread:** Some weeks, an interactive lecture will complement our Wednesday synchronous discussions. Team projects also include Voice Thread submissions, on which peers will be expected to comment (Midterm Monograph and Final Project Anthology Presentations).

**Mid-term Monograph Project (See Canvas for full description)**

Teams of two (or three) students will present a monograph to the class in a VoiceThread presentation (including Q&A), and each student will individually write a 5-page written review of the book. Guidelines for team presentations and individual written reviews and a list of monographs (those available as e-books) in the Broome collection will be posted on Canvas in Module 2, with a sign-up sheet. Monograph assignments are on a first come first served basis. The midterm (VT Presentation and individual review) will be due in Module 7.
Primary Source Analyses (3)

Choose one of the primary sources assigned on the syllabus up to the date the PSA is due, or find one from a digital archive (could be one you are considering for the Anthology project).

In the papers, analyze themes brought out in the primary source and will place it in historical context by drawing on secondary sources and lecture material. Secondary sources include the articles in Mitchell and Schell, as well as other articles and book chapters listed in the syllabus. (You may but are not required to use additional secondary sources).

The 2-page papers will be graded based on the degree of critical thinking and analysis shown, as well as on grammar and organization. See description and rubric on Canvas.

Final Project: Curating a Digital Anthology of the Mexican Revolution

In “editorial teams” of 3 or 4 students, you will curate and digitally publish your own scholarly anthology. The Digital Anthology Project requires that you identify, analyze, and practice activities of historical interpretation, periodization, and historiography. (adapted from https://blogs.baruch.cuny.edu)

**Required Contents**
Your team’s anthology must include the following components (submit all elements in a Google Folder):

- **Cover**: An image and title that act as your reader’s gateway into the anthology.
- **Jacket Blurb**: A short (150-200 word) description of the anthology’s purpose and features, like those usually found on the back cover.
- **Table of Contents**: Listing the order in which the curated works will appear.
- **Scholarly Introduction**: A brief (1,000-1,500 word) detailed introduction that synthesizes what you take to be the most important and useful information pertaining to the focus, benefits, and perspective of your anthology and the primary and secondary sources curated in it.
- **Primary Sources with Headnotes**: Each student in the group is responsible for contributing 2 primary documents (can include photographs or other graphic sources) located by your own research methods using digital archives,
such as digital newspaper archives (the Heremoteca Digital from the Universidad Nacional Autónoma de México UNAM, those in Broome Library collection, etc.), Modern History Sourcebook, Library of Congress, and university libraries in the U.S. and Mexico. Sources in Spanish do not have to be translated, but the headnote should be in English. Primary sources may be excerpted or included whole. Each primary text must be accompanied by a short (250-300 words) introductory headnote. As the Mitchell/Schell anthology does not have stand-alone primary sources, you will be provided with some examples from other anthologies that do. You will also have three primary source analysis assignments during the semester that may assist you with this part of the project.

**Secondary Sources with Headnotes:** Each student in the group is responsible for contributing at least 2 secondary sources to the volume. These should come from peer-reviewed publications in English or Spanish—journals such as the *Hispanic American Historical Review, Historia Mexicana*, and *Mexican Studies/Estudios Mexicanos*, or chapters from monographs about the Porfiriato and Revolutionary decades. Each secondary source should be from a different author. They can be co-authored. Longer secondary sources can be excerpted (and the decision to do that discussed in an Editor’s Note). The Headnote (250-300 words) should identify the author’s background and research area, key scholarship that the piece is in conversation with, and where and when this curated piece was originally published.

**Scholarly Conclusion:** A brief (1,000-1,2000 word) conclusion that reiterates the thematic or theoretical interpretation of the volume, summarizing the main contributions to this perspective exemplified in your anthology, and connecting to the broader historiography of the revolution.

**Index:** An index of at least one hundred key words, concepts, people, events, etc. and their location in the texts.

**Additional required elements**

- **Anthology Proposal:** By midterm, your group must determine the vision organizing your anthology’s interpretive structure (is it thematic? chronological? theoretical? etc.). You will write a brief (500-600 words) proposal to your “managing editor” (me, your professor) answering two questions: what is the objective of your anthology; how will it introduce students to the study of this period? You must also include a proposed timeline outlining major benchmark deadlines for research, drafting, and revision as well as a schedule of slated group meetings.
VoiceThread Promotional Presentation: You will present your anthology as if pitching to publishers who might pick up the anthology for course adoption. Each team member must participate in the voice thread.

Editor’s Note: When the anthology is complete, each editor will submit a separate document that includes: a Works Cited, an outline of his or her specific individual responsibilities within the edition, and a detailed explanation (1,500-3,000 words) of his or her editorial choices. For instance, if it was your job to assemble sources relating to an argument from a particular perspective, it should be clear that you read multiple candidates, and you should explain as succinctly and concretely as possible why you chose to include these particular examples (did they: demonstrate a pattern? include illuminating anomalies? etc.). For another example, if you were charged with producing the first draft of the introduction or conclusion, what challenges did you encounter in doing so? What improvements resulted from the editing process and revision, including input from your co-editors? The Editor’s Note should also reflect on how this project relates to the course Student Learning Outcomes.

Group Work: You should plan to meet with your group multiple times over the course of the semester following the outline you provided in the Anthology Proposal (see above). Initially, you’ll want to: discuss primary text choices; identify journals and monographs where you will find relevant articles; begin brainstorming possible key terms for the index; where you might look for cover images, etc. Later, you’ll want to reconvene and share the material you’ve begun to collect, perhaps each bringing in an idea for a cover image and then voting on which one you collectively think offers the best gateway to your anthology. Finally, you’ll want to be clear and deliberate in the way you delegate tasks; make sure everyone has an equal share in both the gathering, writing, and editing required to produce your anthology.

Grading Breakdown for all assignments and final grade

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Good Work</td>
</tr>
</tbody>
</table>
Overview of Learning Modules and Required Readings:

- **Module 1, Aug 24-26: Introductions and Overviews**

  **Reading:**

  **Documentary Film:** "The Storm That Swept Mexico"

- **Module 2, Aug 31-Sep 4: Mexico Up to the Porfiriato**

  **Reading:**


  Terry Rugeley, "Indians meet the state, regions meet the center: Nineteenth-century

**Jigsaw Assignments**


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**Module 3, Sep 8-11: The Porfiriato**

**Reading:**
Flena Poniatowska. *Here’s to You, Jesusa!* introduction. 3-30 (Use a free account with Open Library [https://openlibrary.org/works/OL15858603W/Here%27s_to_you_Jesusa](https://openlibrary.org/works/OL15858603W/Here%27s_to_you_Jesusa))


**Primary Source:** John Kenneth Turner, *Barbarous Mexico*, 1910

**Discussion Lead articles:**


**Module 4, Sep 14-18: Progress and Resistance**

**Reading:**


**Primary Source:** Porfirio Diaz, [James Creelman Interview](https://networks.h-net.org/revolutionary-mexico-1876-1930)

**Discussion Lead Articles:**


**Module 5, Sept 21-25: Democratic Movement and Armed Revolution**

**Reading:**

Azuela, *The Underdogs*, Intro and Part 1


Teresa Avila, “Emiliano Zapata: Figure, Image, Symbol,” Published in Latin American & Iberian Institute, UNM Paper Series, 2007


**Primary Sources:**


[Plan de Ayala](https://networks.h-net.org/revolutionary-mexico-1876-1930)
New link for Plan de Ayala

Zoom Classroom Guest speaker Sept 23: Dr. Teresa Avila, Art History, CSUCI

**DUE FRIDAY, September 25:** Primary Source Analysis 1

- **Module 6, Sept 28-Oct 2:** More Revolutionary Action and Culture

  **Readings:**
  - Azuela, *The Underdogs*, Parts II and III

  **Primary documents:**
  - Plan de Guadalupe
  - Excerpts from Nellie Campobello, *Cartucho*
  - Discussion Leader Chapters/Articles (everyone should read at least two):
    
    
    

- **Module 7, Oct 5-9:** The Revolutionary State

  **Readings:**
  - Poniatowska, *Jesusa*, 63-111
  - Bucheneau, “Consolidation and Reconstruction” section of “The Mexican Revolution”
  - Stephanie J. Smith, *Educating the Mothers of the Nation: The Project of Revolutionary Education in Yucatán* in Mitchell and Schell, eds. *The Women's Revolution*
  - Carmen Ramos Escandón, *Challenging Legal and Gender Constraints in Mexico: Sofia*
Villa de Buentello’s Criticism of Family Legislation, 1917-1927 in Mitchell and Schell, eds. The Women's Revolution

Sarah A. Buck, The Meaning of the Women’s Vote in Mexico, 1917-1953 in Mitchell and Schell, eds. The Women's Revolution

Primary document: Constitution of 1917

DUE Wednesday October 7: Initial Anthology Group Proposal

DUE Friday October 9 Midterm Monograph Project: Team VTs and Individual Essays

- **Module 8, Oct 12-16: Culture and Activism**

  Poniatowska, *Jesusa*, pp. 112-161

  Patience Schell, *Of the Sublime Mission of Mothers of Families: The Union of Mexican Catholic Ladies in Revolutionary Mexico* in Mitchell and Schell, eds. *The Women's Revolution*

  Katherine Elaine Bliss, *The Theater of Operations: Reform Politics and the Battle for Prostitutes' Redemption at Revolutionary Mexico City's Syphilis Hospital* in Mitchell and Schell, eds. *The Women's Revolution*


  **NEW DATE:** Guest Panelists Wednesday October 14: Anthology Editors

- **Module 9, Oct 19-23: Experience and Nation**

  Poniatowska, *Jesusa*, pp. 162-216

  Stephanie Mitchell, *Por la liberación de la mujer: Women and the Anti-Alcohol Campaign* in Mitchell and Schell, eds. *The Women's Revolution*

  Nichole Sanders, *Improving Mothers: Poverty, the Family, and “Modern” Social Assistance in Mexico, 1937–1950* in Mitchell and Schell, eds. *The Women's Revolution*

  **Primary Source:** *Cardenas Speech to the Nation*

  **Discussion Lead Articles:**


DUE Friday October 23: Finalized Anthology Group Proposal

DUE FRIDAY, October 30: Primary Source Analysis 2 (new date, moved from October 16)

Jigsaw Presentations of Readings:


**Module 11, Nov 2-6: Institutionalized Revolution?**

Poniatowska, Jesusa, 247-303 (finish)


**ELECTION DAY NOV 3**

**Module 12, Nov 9-13: Reckoning with Revolution & with History**


**NO ZOOM CLASSROOM MEETING -- Veteran’s day, Nov. 11**

**Module 13, Nov 16-20: Reckoning with Revolution & with History II**


**DUE FRIDAY, November 20:** Primary Source Analysis 3 (one you find) -- OPTIONAL
Module 14, Nov 23-25: Anthology check-ins

NO ZOOM CLASSROOM MEETING -- Anthology Editorial check-ins

Module 15, Nov 30-Dec 4: Reckoning with Revolution & with History III


**Primary Sources:**

[Zapatistas!](http://lanic.utexas.edu/project/Zapatistas/) Contains the full, English language text of every communique published (along with several that were not published, as well as many interviews, letters, and essays) from the Zapatista National Liberation Army (EZLN) from December 31, 1993 through June 12, 1994.

DUE Wednesday December 2: Group Anthology VT Presentations

DUE Wednesday December 9: FINAL ANTHOLOGIES AND EDITOR’S NOTES