

INTA 3020. CONTEMPORARY MEXICO

Fall 2020

There are no prerequisites for this course

This course fulfills the Social Science requirement at Georgia Tech

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Overview

This fully remote-learning undergraduate course introduces students to the politics, economy and society of contemporary Mexico. The course is divided into three parts. In the first part, students will learn about Mexico's fascinating politics during the historical period encompassing the Revolution of 1910-1920, the 71-year period of one-party rule under the PRI, and the transition to democracy in the 1990s and 2000s. In the second part of the course, students will explore the four major economic models that competed for dominance during this 100-year period: liberalism, agrarianism, import-substitution industrialization, and neoliberalism. In the third part of the course, students will examine prominent social themes, including migration to the U.S., the drug trade and the North-South divide. This introductory course will prepare students to better understand and evaluate Mexico's political, economic and social achievements and failures, as well as its relations with other major actors, most notably its northern neighbor.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate the ability to describe the social, political, and economic forces that influence social behavior, particularly in Mexico
2. Use this knowledge in a practical problem-solving way to analyze and address issues of immediate international concern (Problem-solving in International Affairs)
 - a. Understand relevant political, economic and social concepts and debates
 - b. Assess different approaches and frameworks to interpret and evaluate key questions and problems in contemporary Mexican politics, economy and society
3. Enhance their awareness of the diversity of ethical systems in the world (Cultural and Ethical Awareness)
4. Express their arguments clearly and effectively both in written reports and class discussions (Professional Development)

Teaching Mode

This course is taught in a fully remote mode. Lecture recordings will be posted on Canvas on a weekly basis. All requirement instructions will similarly be posted on Canvas, and students will submit all assignments through Canvas.

Readings

Knight, Alan. *The Mexican Revolution: a very short introduction*. Oxford University Press, 2016.

All additional required readings will be available on the class website on Canvas (except for those marked with an asterisk (*), which are available through Georgia Tech's Library website).

Requirements

Assignment	Due Date(s)	% Final Grade
Responses to Discussion Board Questions (x 11, lowest dropped)	Weekly (see below), by noon ET on Sunday	20%
Worksheets (x 11, lowest dropped)	Weekly (see below), by noon ET on Friday	40%
Short essays (x 2)	October 9, by noon ET November 6, by noon ET	20%
Final take-home exam	December 4, by noon ET	20%

Description of Requirements

- 1. Discussion Board Questions.** On most weeks, the professor will post one or more discussion questions on Canvas in connection with the lecture. Questions will invite students to take sides on a debate, explore the possible implications of a particular argument, react to a reading, etc. Students are expected to (1) provide a thoughtful response to the discussion question(s); and (2) respond to peers' discussion threads. Grades will be based on both the quantity and quality of the responses. There will be 11 discussion board questions throughout the semester. The lowest-graded response will be dropped and the remaining 10 will account for 20% of the final grade (2% each).
- 2. Worksheets.** On most weeks, students will complete a worksheet covering a prominent case related to the week's topic. While students will submit each worksheet individually, they are strongly encouraged to discuss responses with members of their assigned group, and some responses will require them to incorporate other group members' inputs. All worksheets require both specific assigned readings, as well as additional independent research. There will be 11 worksheets throughout the semester. The lowest-graded worksheet will be dropped, and the remaining 10 will comprise 40% of the final grade (4% each).
- 3. Short essays.** At the end of Parts I (Mexican Politics) and II (Mexican Economy) of the course, students will receive a prompt for a short essay (3 double-space pages, 12-point font, 1-inch margins). Students will have 72 hours to complete the essay. The two essays will account for 20% of the final grade (10% each).
- 4. Final Take-home exam.** At the end of the course, students will receive four possible essay prompts. They will select two of those prompts, and write short responses to each (2-3 double-spaced pages, 12-point font, 1-inch margins for each response). Students will have five days to complete the exam. The exam will account for 20% of the final grade.

Grading Scale

Final grades will be assigned according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	65-69%
F	0-64%

Policy for Late Assignments

Late assignments are strongly discouraged and will incur penalties except in the event of an illness or emergency (documentation will be requested). Any major scheduling conflicts – including those that arise due to participation in “approved Institute activities” – should be discussed with the professor at least two weeks before the assignment due date. For assignments turned in less than 24 hours late, the penalty will be a deduction of 20% off the assignment grade. No assignments turned in 24 or more hours late will be accepted.

Feedback and contact with the faculty

1. **Online Lecture Recordings and Responses.** The professor will post pre-recorded lectures for each weekly topic on the Canvas website. Those lectures, alongside the week’s discussion question(s) and worksheet, will be available each Monday by 6 a.m. ET. Where appropriate, the professor will also post video recordings responding to student questions and comments.
2. **Virtual Office Hours.** The professor will meet with students during virtual office hours to answer any questions or concerns. To schedule a meeting, students should email the professor to make the necessary arrangements. All meetings will be conducted using BlueJeans.
3. **Email Policy.** Email is the best way to contact the professor. Students should expect responses within a 24-hour period. In every email, students should include the course number in the subject line (i.e. INTA 3020).

Accommodations for Individuals with Disabilities

The professor will work with Office of Disability Services so that all students have an equal opportunity for success. For information, call (404)89-2563. Information is also available at: <http://disabilityservices.gatech.edu/>

Academic integrity and Honor Code

While students are encouraged to work together and collaborate with each other, they should clearly differentiate their work from that of others, including their peers and bibliographical sources. Complete and accurate representation of all direct quotations and paraphrased material is required. Plagiarizing or cheating will be addressed in accordance with the Georgia Tech Honor Code. For information, please visit:

<http://www.catalog.gatech.edu/policies/honor-code/>
<http://www.catalog.gatech.edu/rules/18/>

PART I: Politics

Week 1. Introduction. Overview of the Course / The Porfiriato: Seeds of Revolution (1880s – 1910s)

- *Required readings*
 - Knight, Chapters 1 -2
- *Worksheet 1. The Authoritarianism of the Porfiriato* (due August 21)
 - *Ezrow, Natasha M., and Erica Frantz. *Dictators and Dictatorships: Understanding Authoritarian Regimes and Their Leaders*. Continuum, 2011 (read Chapter 1)
 - Creelman, J. “President Diaz, Hero of the Americas,” in *The Mexico Reader: History, Culture, Politics* (ed. Joseph and Henderson). Duke University Press: 2001.
- *Suggested readings*
 - Camín, Héctor Aguilar, and Lorenzo Meyer. *In the Shadow of the Mexican Revolution: Contemporary Mexican History, 1910–1989*. University of Texas Press, 2010 (read Chapter 1)
 - *MacLachlan, Colin M., and William H. Beezley. *Mexico’s Crucial Century, 1810-1910 : An Introduction*. University of Nebraska Press, 2010 (read chapters 5 – 8)

Week 2. The Revolution: From Madero through the Maximato (1910s – 1934)

- *Required readings*
 - Knight, Chapters 3 – 6
- *Worksheet 2. The Meaning of “Revolution”* (due August 28)
 - Knight, A. “The Mexican Revolution: Bourgeois? Nationalist? Or Just a ‘Great Rebellion?’” *Bulletin of Latin American Research*, 4(2), 1985: 1 – 37.
- *Suggested readings*
 - Camin and Meyer, Chapter 2 and 3

Week 3. Cardenismo (1934-1940)

- *Required readings*
 - Knight, Chapter 7
 - Anguiano, A. “Cardenas and the Masses,” in *The Mexico Reader: History, Culture, Politics* (ed. Joseph and Henderson). Duke University Press: 2001.
- *Worksheet 3. The Oil expropriation* (due September 4)
 - *Hamilton, N. *The Limits of State Autonomy*. Princeton University Press: 1982 (read Chapter 7).
 - Daniels, J. “The Oil Expropriation,” in *The Mexico Reader: History, Culture, Politics* (ed. Joseph and Henderson). Duke University Press: 2001.
- *Suggested readings*
 - Camin and Meyer, Chapter 4

Week 4. The Miracle Years: Consolidation of the regime (1940 – 1968)

- *Required readings*
 - Excerpt from “Vargas Llosa: Mexico is the perfect dictatorship,” *El Pais*, September 31, 1990.
 - Needler, M. “The Political Development of Mexico,” *The American Political Science Review*, 55 (2), 1961: 308-312.
- *Worksheet 4. The 1968 Tlatelolco Massacre* (due September 11)
 - Poniatowska, E. “The Student Movement of 1968,” in *The Mexico Reader: History, Culture, Politics* (ed. Joseph and Henderson). Duke University Press: 2001.
- *Suggested readings*
 - Handelman, H. “The Politics of Labor Protest in Mexico: Two Case Studies,” *Journal of Interamerican Studies and World Affairs*, 18 (3), 1976: 267 – 294.
 - Vaughan, Mary Kay. “Mexico, 1940–1968 and Beyond: Perfect Dictatorship? Dictablanda? or PRI State Hegemony?” *Latin American Research Review* 53(1), 2018: 167–176.
 - Camin and Meyer, Chapter 5

Week 5. Regime exhaustion (1970s- 1980s)

- *Required readings*
 - Wilson, E. “Keys to Understanding Mexico: Challenges for the Ruling PRI,” *Heritage Studies on Mexico*, 1987.
 - Hernandez Chavez, A. “Mexican Presidentialism: A Historical and Institutional Overview,” *Mexican Studies/Estudios Mexicanos*, 10(1), 1994: 217 – 225.
- *Worksheet 5: Challenges from the Left: the 1988 Election* (due September 18)
 - Redding, A. “The Democratic Current: A New Era in Mexican Politics,” *World Policy Journal*, 5(2), 1988: 323 – 366.
- *Suggested readings*
 - Randal Sheppard. *A Persistent Revolution : History, Nationalism, and Politics in Mexico Since 1968*. University of New Mexico Press, 2016 (read chapter 3)
 - Schneider, B. “Why is Mexican Business so organized?” *Latin American Research Review*, 37(1), 2002: 77 – 118.
 - Camin and Meyer, Chapter 6

Week 6. Political Liberalization: Loosening Constraints (1980s – 1990s)

- *Required readings*
 - Cornelius, W. “Mexico’s Delayed Democratization,” *Foreign Policy*, 95, 1994: 53- 71.
 - *Eisenstadt, T. *Courting Democracy in Mexico: Party Strategies and Electoral Institutions*. Cambridge University Press, 2013 (read pp. 1 – 21)
 - *Edmonds-Poli, E. and David Shirk. *Contemporary Mexican Politics*. Rowman & Littlefield Publishers, 2012. (read pp. 1 – 13 in Chapter 4)

- *Worksheet 6. The Political Storms of 1994* (due September 25)
 - Hernandez, L. and Laura Carlsen. "Political Storms of 1994," *NACLA Report on the Americas*, 28(1), 1994: 18.
- *Suggested readings*
 - Eisenstadt, T. *Courting Democracy in Mexico: Party Strategies and Electoral Institutions*. Cambridge University Press, 2013 (read Chapters 1 – 3)

Week 7. Democratic Emergence and Alternation: PAN-PAN-PRI (2000 – 2018)

- *Required readings*
 - Shin, Doh Chull. "On the Third Wave of Democratization: A Synthesis and Evaluation of Recent Theory and Research." *World Politics*, 47(1), 1994 (read pp. 135 – 154 and 161 – 164)
 - *Edmonds-Poli, E. and David Shirk. *Contemporary Mexican Politics*. Rowman & Littlefield Publishers, 2012. (read pp. 13 – 21 in Chapter 4)
 - Serra, Gilles. 2014. "The 2012 Elections in Mexico: Return of the Dominant Party." *Electoral Studies* 34 (June): 349–353.
- *Worksheet 7. Challenges from the Right: PAN* (due October 2)
 - Shirk, D. "Mexico's Victory: Vicente Fox and the Rise of the PAN," *Journal of Democracy* 11(4), 2000: 25-32.
- *Suggested readings*
 - Eisenstadt, T. *Courting Democracy in Mexico: Party Strategies and Electoral Institutions*. Cambridge University Press, 2013 (read Chapters 5 – 7)
 - Klesner, J. "Electoral Competition and the New Party System in Mexico." *Latin American Politics and Society*, v. 47(2), 2005: 103 – 142.

Week 8. Democratic Consolidation or Retrenchment? Lopez Obrador and MORENA (2018 – Present)

- *Required readings*
 - Ellner, S. "López Obrador: Third Time's the Charm?" *NACLA Report on the Americas* 50(2), 2018: 119-123
 - "Mexico under AMLO," *Strategic Comments*, 24(6), 2018: iii-iv.
 - Sheridan, M. "AMLO is Mexico's strongest president in decades. Some say he's too strong," *The Washington Post*, November 29, 2019.
 - Krauze, E. "Mexico's Ruinous Messiah," *New York Review of Books*, July 2, 2000.
- *Essay 1* (due October 9)

PART II. ECONOMIC DEVELOPMENT

Week 9. Economic Liberalism (1900s)

- *Required readings*
 - Riguzzi, P. “From Globalisation to Revolution? The Porfirian Political Economy: An Essay on Issues and Interpretations,” *Journal of Latin American Studies* 41(2), 2009: 347-368.
 - Traven, B. “Scenes from a Lumber Camp,” in *The Mexico Reader: History, Culture, Politics* (ed. Joseph and Henderson). Duke University Press: 2001.
- *Worksheet 8. Railroads and Agriculture* (due October 16)
 - Coatsworth, John H. "Indispensable Railroads in a Backward Economy: The Case of Mexico." *The Journal of Economic History* 39.4 (1979): 936-960
- *Suggested readings*
 - Kuchar, P. "Liberalism in Mexican Economic Thought, Past and Present." *Econ Journal Watch*, vol. 13, no. 1, 2016
 - MacLachlan, Colin M., and William H. Beezley. *Mexico's Crucial Century, 1810-1910: An Introduction*. University of Nebraska Press, 2010 (read chapters 5 – 8)

Week 10. Revolution, Depression and (short-lived) Agrarianism (1910s – 1940)

- *Required readings*
 - *Hamilton, N. *The Limits of State Autonomy*. Princeton University Press: 1982 (read Chapter 4).
- *Worksheet 8. Cardenas Agrarian Reform: Ejidos* (due October 23)
 - Lemus, S. “A convention in Zacapu,” in *The Mexico Reader: History, Culture, Politics* (ed. Joseph and Henderson). Duke University Press: 2001.
 - Benitez, F. “The Agrarian Reform in La Laguna,” in *The Mexico Reader: History, Culture, Politics* (ed. Joseph and Henderson). Duke University Press: 2001.
 - *Haber, Stephen H. *Mexico Since 1980*. Cambridge University Press, 2008. (read pp. 30 – 37)
- *Suggested readings*
 - Camin and Meyer, Chapter 4
 - Womack, John. *Zapata and the Mexican Revolution*. New York: Vintage Books, 1970.

Week 11. Import-Substitution Industrialization and “Desarrollo Estabilizador” (1940 – 1980)

- *Required readings*
 - *Bennett, Douglas C., and Kenneth E. Sharpe. *Transnational Corporations Versus the State: The Political Economy of the Mexican Auto Industry*. Princeton University Press, 2014. (skim pp. 14 – 27, read pp. 27 – 36)
 - *Haber, Stephen H. *Mexico Since 1980*. Cambridge University Press, 2008. (read pp. 37 – 57)

- *Worksheet 10. The Debt Crisis* (due October 30)
 - *Haber, Stephen H. *Mexico Since 1980*. Cambridge University Press, 2008. (read pp. 57 – 65)
- *Suggested readings*
 - Moreno-Brid, Juan Carlos, and Jaime Ros. *Development and growth in the Mexican economy: A historical perspective*. Oxford University Press, 2009 (read Chapter 5)

Week 12. Neoliberalism and the Washington Consensus (1980 – Present)

- *Required readings*
 - *Gallagher, Kevin P., and Lyuba Zarsky. *The Enclave Economy: Foreign Investment and Sustainable Development in Mexico's Silicon Valley*, MIT Press, 2007. (read Chapter 2)
 - *Haber, Stephen H. *Mexico Since 1980*. Cambridge University Press, 2008. (read Chapter 3)
- *Essay 2* (due November 6)
- *Suggested readings*
 - Snyder, Richard. *Politics after Neoliberalism: Reregulation in Mexico*, Cambridge University Press, 2001.

PART III. SOCIETY

Week 13. Immigration and the Drug Trade

- *Required readings*
 - *Andreas, P. *Border Games: Policing the US-Mexico Divide*. Cornell University Press: 2000 (read Ch. 1 – 2)
- *Worksheet 11. The Immigration Debate* (due November 13)
 - *Andreas, P. *Border Games: Policing the US-Mexico Divide*. Cornell University Press: 2000 (read Ch. 3 – 5)

Week 14. Subnational Divergence: The North-South Divide

- *Required readings*
 - Martin, Patricia M. “Comparative topographies of neoliberalism in Mexico.” *Environment and Planning A* 37 (2), 2005: 203-220.
 - Zapatista Army of National Liberation. “EZLN Demands at the Dialogue Table,” in *The Mexico Reader: History, Culture, Politics* (ed. Joseph and Henderson). Duke University Press: 2001.
 - Tsu, M. “A Tzotzil Chronicle of the Zapatista Uprising,” in *The Mexico Reader: History, Culture, Politics* (ed. Joseph and Henderson). Duke University Press: 2001.
- *Final Take-home exam* (due December 4)