

GETTYBURG COLLEGE

Department of Sociology and Latin American Studies

Prof. Emelio Betances

Spring 2017

Meeting times: MWF from 1:10 to 2:00 p.m. (Masters 208)

Office hours: Glatfelter 110C

Wednesdays and Fridays: 2 to 5 p.m. or by appointment

Email: ebetance@gettysburg.edu

Final take home examination: Students will go to my office to pick up the exam on Tuesday May 9 at 8:30 a.m. and return it to my office on Wednesday, May 10 at 10 a.m.

CONTEMPORARY MEXICAN STATE AND SOCIETY (SOC/LACLS- 276)

GENERAL OBJECTIVES:

Study of the development of Mexico's economic and social development in the Twentieth Century. The course focuses on two tasks: it provides an outline of economic, social, and political development since independence and evaluates the process of industrialization in the twentieth century. The basic conceptual framework is that a socio-historical approach may help us understand the successive periods of growth and stagnation in Mexican society. What does the sociological analysis teach us about the current obstacles to social and economic development?

Sociology/LACLS, 276 and the Gettysburg College Curriculum

The Gettysburg College Curriculum is organized around four major components: learning how to look at the world from multiple perspectives (multiple inquiries); learning how to combine different perspectives to form a deeper understanding of the social world (integrative thinking); learning how to share knowledge and information with others in a clear and effective manner (effective communication); and learning how to use the knowledge and information gained to make a contribution to communal life (informed citizenship). This class touches upon all of the components of the College curriculum. Thus, not only we will look at various theoretical perspectives (multiple inquiries), you will also be encouraged to combine the insights that you gain from this class with those of other classes that you are taking (integrative thinking). The reaction papers, class assignments, and exams of this class will also be opportunities to improve how you communicate.

LEARNING OUTCOMES

- Learn about the long-term trends in the Mexican economy and society
- Understand past episodes of radical shifts in development strategy and the role of the state and the markets
- Familiarize with economic growth since independence and compare successive periods of stagnation and growth.
- Recognize Mexico's development policies during the state-led industrialization period from 1942 to 1982 as well as during the more recent market reform process.

Comprehend the New Political Regime that emerges with Neoliberalism and Mexico's Double Movement: Globalization, the state and civil society.

- Appreciate the emergence and entrenchment of the New Political Regime
- Understand Mexico's great national challenges: Social Development, Migration, Narco-traffic, and Water Management.

GOALS FOR THE COURSE

- Introduce students to a comparative historical, sociological, economic, and political analysis of Mexico.
- Analyze how Mexican proximity to the United States gives it a special place in Latin America.
- Comprehend why Mexico's transition to liberal democracy is much slower than in South America
- Understand why resistance movements have a higher rate of failures in Mexico when compared to South America.

Requirements: Supervised students' work

- 1) Paper proposal: Students will prepare a research proposal that consists of five books and five journal articles. They will read at least three of these articles and portions of a book or two before writing the proposal. In this process, they will consult with the instructor to discuss the definition of the research topic, the theoretical framing the research questions, and the organizational structure of the paper. Students will write a proposal of two to three pages and a preliminary bibliography= **10 hours.**
- 2) Attend a library workshop for one hour instruction given by a librarian = **1 hour.**
- 3) Attend two lectures or activities sponsored by the Latin American Studies Program = **3 hours.**
- 4) Researching and writing a 15-page research paper includes: Reading five books, re-reading the five research articles, writing the paper, taking it to the College's Writing Center for a grammar and structural check and, finally, editing and preparing the final copy = **20 hours.**
- 5) Read a novel assigned by the instructor (See Instructions below) = **7 hours.**
- 6) Writing a review of the novel includes, reading at least three professional reviews published in professional journals, the actual writing of the review, and having it checked at the Writing Center = **5 hours.**

Total = 46 hours.

CLASS PARTICIPATION, ATTENDANCE, AND READINGS

This course is taught in a seminar format. This means that students must come prepared for every class. Class participation is an integral part of this course and crucial for its successful completion. Thus, attendance is mandatory; students will be allowed one non-excused absence. Additional absences will have a negative impact on the grade. Students must keep in mind that class participation must be meaningful, which requires reading the assigned materials before coming to class. Sports events will not qualify for excused absences.

Students will take two in-class examinations that must be taken as scheduled and assignments must be delivered on specified dates. Make-up examinations may be provided for students with an official excuse. Should a student know that she/he will be absent on the day of an examination, she/he must discuss this with instructor as soon as possible. In case of unforeseen absences (illness or other emergencies), students must notify the instructor as soon as possible, preferably before or on the day of the examination is scheduled.

Students must buy a memory stick to save their work. Excuses such as a computer failure the night before a paper is due will not be acceptable. All cell phones must be off during class time. Computer will not be allowed in the classroom while class is in session. If a student needs to use a computer for note take, she/he will need special permission from the instructor. **Students caught texting will be excused the first time. Subsequently, for each time a student is caught texting he/she will lose half a letter grade.**

WRITING SUMMARIES OF SELECTED CHAPTERS

This course requires that students prepare written summaries of selected chapters throughout the semester. They will receive questions before reading the assignments and must hand-in their summaries when they come to class. The preparation of these summaries will ensure that students are prepared for a class discussion. Students will not be allowed to send summaries via email.

INSTRUCTION FOR THE RESEARCH PAPER

The research paper proposal is the first step in preparing an excellent paper. Students must explain why they have chosen a given topic and provide at least two important research questions about their subject of study. It is thus necessary that students read a number of articles or portions of a book or two in order to prepare their proposals. Furthermore, it is essential that students come to the instructor's office for consultation. Consultations will be useful to choose and define topics, discuss the appropriate theoretical framework for the research questions and select important bibliographical information. The instructor will hand out a series of topics during the first week of classes so students can get their work started as soon as possible.

The paper must include a bibliography and proper references. **Papers must have 15 pages, title, introduction, body, and conclusion.** Students must number all the pages and sign the honor code at the end of the paper. Students should consult with the Writing Center at the CUB (extension 7574) to ensure the use of proper grammar and excellent organizational mechanics. They must buy a memory stick to save their work. Excuses such as a computer failure the night before a paper is due will not be acceptable.

It is expected that students will read five journal articles prior to writing their paper proposals. The proposal must include a preliminary bibliography which indicates the student has really started doing serious research. Students will receive a list of academic journals from which they are expected to choose their articles. In addition, they will set up an appointment with Amy Ward, our librarian, to guide them through internet use, journals, reference materials, and books.

In the final version of their research papers, students must demonstrate that they have actually read at least five journal articles and consulted no less than five books in preparing to write their paper.

INSTRUCTIONS FOR THE BOOK REVIEW.

A book review is not a book report. A book report tells us what the book says. A review puts the work under discussion in the larger context of the literature and how effectively the author communicates his/her arguments to the readers. Use critical reviews published in professional journals to help identify the place of this novel in the larger literature of political novels in Latin America. Summarizing the content of the book is important, but it should not take more than 3 pages. The real task is to think about the book, how it relates to this course, and what it means.

Two-thirds of the review must focus on the following areas: 1) What is Laura Diaz's relationship with a political and cultural world that is dominated by men? 2) What was her relationship with both Spanish and American exiles living in Mexico? 3) How do the events described in the novel relate to issues discussed in class? 4) What is your evaluation of the novel and why do you have such an evaluation? These four sections are not necessarily separate, but you must address them. Take time to read this novel, think about it as you read it and try to summarize it in your own words. Avoid lengthy quotes.

This review must have ten (10) double-spaced pages. It must include a title page, indicating the title of the book, author's name, your name, date, course and instructor's name. Please number the pages. Good grammar and correct spelling are essential. Consult with the Writing Center on the second floor of the CUB. This review must include a bibliography and proper references.

In preparing their work, students should consult journals that specialize in Latin American literature. A number of journals can be found in the College library. The MLA (Modern Languages Association) or JSTOR web sites can be useful. Go to the site, type the name of the novel and you will find the latest reviews. These reviews will enable you to understand the novel.

INSTRUCTIONS FOR TAKE-HOME EXAMS.

All examinations must be taken as scheduled and assignments must be delivered on specified dates. The mid-term and final examination will consist of take-home exams. The instructor will provide make-up examinations for students with an official excuse. Should a student know that she/he will be

absent on the day of an examination, she/he must discuss this with the instructor as soon as possible. In case of unforeseen absences (illness or other emergencies), students must notify the instructor as soon as possible, preferably before or on the day of the examination.

SUBMITTING EXAMS LATE WILL NOT BE ACCEPTABLE. EXAMS MUST BE TYPEWRITTEN AND DOUBLE SPACED. HANDWRITTEN EXAMS WILL NOT BE ELIGIBLE FOR SUBMISSION.

GRADING POLICY:

Examination 1: 25

Examination 2: 25

Research paper proposal: 5

Research paper: 25

Critical review: 10

Films, lectures, and

Class participation: 10

Latin American Lectures:

All the following lectures will take place at 6:30. Location: McCreary Hall Room 115, Bowen Auditorium. Students must attend two of these lectures.

February 20: "Tales from the Tropics: The Ecology of Frogs and Bats, and a New Approach to Scientific Collaborations with Latin America." Dr. Alex Trillo, Biology Department, Gettysburg College. Bowen Aud., 6:30pm

· March 6: "Behavior Change Through Social Media." Dr. Suzanne Duryea, Inter-American Development Bank. Bowen Aud., 6:30pm

· April 3: "Moritz Thomsen and the Coloniality of Power. Trampled Memories and other (Des)Encounters in Living Poor and The Farm on the River of Emeralds." Dr. Michael Handelsman '70, Distinguished Professor of Humanities, University of Tennessee. Bowen Aud., 6:30 p.m.

All students are invited to participate in the following events:

- February 9: “José Guadalupe Posada and the Mexican Penny Press.” Diane Miliotes, Smart Museum of Art, University of Chicago. 5:30pm, Bowen Aud.
- February 15: “José Guadalupe Posada” Vanessa Martínez ’19. Gallery Talk, 12:00pm

IMPORTANT DUE DATES:

Handout topics, 1/27

Research workshop at the Library, 2/3

Research paper proposal due, 2/27

Mid-term examination: Students will receive the exam on March 1, Wednesday, at the end of the class and will return it to me on March 2 (Thursday) at 2 p.m.

Discussion of the “Years with Laura Diaz” – 3/27

Review of the “Years with Laura Diaz,” 4/7

Research paper, 4/21

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REQUIRED READINGS:

Juan Carlos Moreno-Brid and Jaime Ros (2009). Development and Growth in the Mexican Economy. A Historical Perspective. New York: Oxford University Press. Carlos Fuentes, The Years with Laura Díaz, a novel. The additional

readings will come from journal articles or Xeroxed copies provided by the instructor. (See Contents of the Course below).

CONTENTS OF THE COURSE

Part 1: Development and Growth in Modern Mexico

Week 1: 1/23 – 1/27: **The Obstacles to Economic Growth and Development** (See The Mexico Reader, pp.263-278 (copies provided by instructor); Introduction and chapters 1 in Development and Growth. **Write a summary of chapter 1 following the questions provided by the instructor. Hand out topics 1/27.**

Week 2: 1/30 – 2/3: **The Mexican Revolution and the Process of Consolidation of the Modern state, 1.** (Mexico Reader, pp. 335-343; 364-371; 398-204 and Chapter 2 in Development and Growth). **Write a summary of chapter 2. Library workshop on 2/3.**

(Week 3: 2/6 – 2/10: **The Mexican Revolution and the Process of Consolidation of the Modern State, 2** (chapters 3 and 4). **Write summaries of chapter 3 and 4.**

Week 4: 2/13 – 2/17: **State-led Industrialization and the Making of Modern Mexico.** The Mexico Reader, see PP 445-463 and Chapter 5 in Development and Growth. **Write a summary of chapter 5.**

Week 5: 2/20 – 2/24: **From Macro-economic Stability to the Debt Crisis and Neoliberal Economic Policies** (Development and Growth, Chapters 6 and 7). **Write summaries of chapter 6 and 7.**

Week 6: 2/27 – 3/3: **The Shift in the Market-State Balance and the Quest for Export-led Growth** (Development and Growth, chapters 8, 9 and 10). **Write summaries of chapters 8, 9, and 10.**

Research Paper Proposal is due on 2/27

Mid-term exam: Mid-term examination: Students will receive the exam on March 1 (Wednesday) at the end of the class and will return it to office on March 2 (Thursday) at 4 p.m.

Part II: The Transformation of State and Society in Mexico

Week 7: 3/6 – 3/10: **The New Political Regime and Mexico's Double Movement: Neoliberal Globalization, the state, and civil society.** chapter 1, Rodríguez Araujo's "The Emergence and Entrenchment of a New Political Regime in Mexico" in Latin American Perspectives, Issue 170, Vol. 37 No. 1, January 2010, pp. 35-61. "The Elusive Democracy: Political Parties, Democratic Institutions, and Civil Society in Mexico" by Alberto J. Olvera, Latin American Research Review, Special Issue, Vol. 45, 2010. **Write a summary of Araujo's article.**

SPRING BREAK BEGINS: Friday, March 10 at 5 p.m. and ends Monday, March 20 at 8 a.m.

Week 8: 3/20 – 3/24: **The Challenge from below: Chiapas.** Anibal Quijano's "The Challenge of the "Indigenous Movement" in Latin America in Socialism and Democracy, Vol. 19, No. 3, November 2005. Pablo Gonzalez Casanova's "The Zapatista "Caracoles": Networks of Resistance and Autonomy," in Socialism and Democracy, Vol. 19, No. 3, November 2005. Richard Stahler-Sholk, "Mexico: Autonomy, Collective Identity, and the Zapatista Social Movement" in Rethinking Latin American Social Movements (2014) by Stahler-Sholk et al. (Instructor will provide a copy of this chapter). **Write a summary of Anibal Quijano's article.**

Week 9: 3/27 – 3/31: **The Challenge from below: Oaxaca.** Gerardo Renique's "The Uprising in Oaxaca" and "Subaltern Political Formation," in Socialism and Democracy, Vol. 21, No. July 2007, pp.57-73. Gustavo Esteva, "The Oaxaca Commune and Mexico's Coming Insurrection", Antipode, Vol. 42, No. 4, p. 978-993. Alejandro Anaya Munoz, "Explaining the Politics of Recognition of Ethnic Diversity and Indigenous People's Rights in Oaxaca, Mexico. Bulletin of Latin American Research, Vol. 23, No. 4, 414-433, 2004.

Discussion of the Years with Laura Diaz is due 3/27

Week 10: 4/3- 4/7: **International Migration and its Impact on Mexican Society, 1.** Delgado Wise and Márquez Covarrubias's "Capitalist Restructuring, Development and Labour Migration: The Mexico-U.S. Case" in Third World Quarterly, Vol. 29, No. 7, 2008, pp. 1359-1374. Delgado Wise and Ortega Breña's "Migration and Imperialism. The Mexican Workforce in the Context of NAFTA" in Latin American Perspectives, Issue 147, Vol. 33, No. 2, March 2006, p. 33-45. Canales's "Mexican labour Migration to the United States in the age of globalization," in Journal of Ethnic and Migration Studies, Vol. 29, No. 4:741-76.

Critical review of Laura Diaz is due: 4/7

Week 11: 4/10 - 4/14: **International Migration and Its Impact on Mexican Society.** Jorge Durand et al's "Mexican Immigration to the United States: Continuities and Changes" in Latin American Research Review, Vol. 36, No. 1 (2001), pp. 107-127. Mariano Sana's "Growth of Migrant Remittances from the United States to Mexico, 1990-2004," in Social Force, Vol. 86, Number 3, 2008. Olivia Ruiz's "Migration and Borders. Present and Future Challenges" in Latin American Perspectives, Issue 147, Vol. 33, No. 2, March 2006, pp. 46-55.

Week 12: 4/17 – 4/21: **Narco-Traffic: The Disruption of State and Society.** Julien Mercille's "Violent Narco-Cartels or U.S. Hegemony? The political economy of the "war on drugs" in Mexico" in Third World Quarterly, Vol. 32, No. 9, 2001, pp. 1637-1653. International Crisis Group, "Peña Nieto's Challenge: Criminal Cartels and Rule of Law in Mexico" (Latin America Report No. 46, March 19, 2013). Instructor will provide copy of this report. **Write a summary of Julian Mercille's article.**

Research Paper is due: 4/21

Week 13: 4/24 – 4/28: **The Political Economy of Water and its Implications for Society.** Sosa Rodríguez's "Impact of Water-management Decisions on the Survival of a City: From Ancient Tenochtitlan to Modern Mexico City," in *Water Resources Development*, Vol. 26, No. 4, pp. 675-687, December, 2010. Tortajada's "Water Management in Mexico City Metropolitan Area," in *Water Resources Development*, Vol. 22, No. 2, pp. 353-376, June 2006. Lankao's "Paradoxes of Decentralization: Water Reform and Social Implications in Mexico," in *World Development*, Vol. 34, No. 11, pp. 1977-1995, 2006. **Write a summary of Rodríguez's article.**

Week 14: 5/1 – 5/5: **Water as an Important Component of Mexico-U.S. Relations.** Brown's "New Directions in Binational water resource management in the U.S.-Mexico Borderlands," in *The Social Science Journal* 40 (2003), pp. 555-572. "Environmental Violence, Water Rights, and (Un)Due Process in Northwestern Mexico" by Lucero Radonic in *Latin American Perspectives*, Issue 204, vol. 42, no.5, September 2015.

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