Senior Seminar 490 (last updated September 15, 2008)
Fall 2008
Mexican - European Connections 1821-1982
Office Hours: Monday and Wednesday 4:15 -5:30, Tuesday, Thursday 11:30-12:45.
Dr. Cliona Murphy
cmurphy@csub.edu
http://www.csub.edu/~cmurphy

Course Description: History 490 is the final or “capstone” course for History majors. Its goal is to provide a culminating experience that enables students to bring together the skills and knowledge they have acquired in the History program through an emphasis on methodology, historiography, and research. You will write a number of short papers and an extended research paper.

This quarter we are focusing on connections between Modern Mexico (since 1821) and Modern Western Europe. This theme has not received much attention, and has been overshadowed by the Mexican-United States and the Mexican-Latin America relationships. Nevertheless, there are a multitude of connections, and this trans-Atlantic relationship deserves more attention. Among the topics covered are the San Patricios, the French Invasion, British interests in mining and oil, German strategic and military interests, Graham Greene’s novel The Power and the Glory, the Spanish Civil War, Nazi interests in Mexico, Europeans and Mexicans fleeing across the ocean for various reasons, artists and writers getting inspiration on both sides of the Atlantic - just to name a few (see description of classes pp. 7-11).

Course Format: The course will be taught as a seminar, i.e. a structured discussion of common readings and an opportunity to share ideas and research. Each student is expected to read all assignments in advance of scheduled discussions, to attend and participate in each discussion, and to engage in research and writing. Attendance is mandatory. Early in the term, you will identify a historical research topic and write a research proposal that must be approved before you can continue your research. You will present both your research proposal and the final results of your research to the seminar.

For course readings: pp. 2-4
For course requirements: pp. .5 -6
For a description of classes: pp 7-11
Readings

(Note: there is an extensive bibliography for this course on WebCt. It is being continuously updated, as new works become available, or brought to my attention)

Books
Graham Greene, The Power and the Glory (any edition)
Evelyn Waugh, Robbery under Law; The Mexican object lesson (any edition)
Barbara Tuchman, The Zimmermann Telegram (any edition)

Recommended Book (for the European background) on reserve
Chambers, The Western Experience.

Articles, book chapters and documents on Electronic Reserve

Barker, Nancy “The Factor of “Race” in the French experience in Mexico, 1821-1861”, Hispanic American Historical review, 59 (1), February, 1979, 64-80 (Three other Barker articles listed in the October 1 class can be found on JSTOR).


Buck, review of Schuler: Mexico Between Hitler and Roosevelt


Durán, Esperanza “Mexico and the South Atlantic conflict: solidarity or ambiguity?” international Affairs, Vol. 60, No. 2 (Spring 1984), pp.221-232.

Review of Fagen, Mexico and the Spanish Civil War.


There are a few other articles listed under specific classes which are available on JSTOR but are not on electronic reserve, for example those by Niblo on November 3.

Books on Reserve (front desk in library)

Blasio, José Luis, *Maximilian, Emperor of Mexico, Memoirs of his Private Secretary* (Trans) (New Haven: Yale University Press, 1934)

Cunningham, Michelle *Mexico and the Foreign Policy of Napoleon 111*, (New York: Palgrave, 2001)


Friedman, Max Paul Nazis and Good Neighbors: The United States Campaign against the Germans of Latin America in World War II (Cambridge University Press, 2003), CSUB D 769.8 A5 F75 2003
Spencer, R. Samuel *Decision for war, 1917; the Laconia sinking and the Zimmermann telegram as key factors in the public reaction against Germany.* (Peterborough, N. H., W.L. Bauhan, 1968).


Tuñón Pablos, Julia *Women in Mexico ; A Past Unveiled* (University of Texas Press)


**Online books**

Blumberg, Arnold, *The Diplomacy of the Mexican Empire, 1863-1867*, Transactions of the American Philosophical Society, New Series, Vol. 61. No. 8 (1871). pp. 1-152. This book is available online through JSTOR, as are other articles by Blumberg on Mexico


**WebCT:** Course materials, including the syllabus, discussion questions, and guidelines for the research proposal, book review, oral presentation, and research paper, will be available through WebCT for students registered in this class.

The bibliography which appears on the WebCT site for this course provides more details and many more topics, and details on the links and may help you with the task of choosing your research topic. The bibliography will be continually updated. By being part of this course and writing your research papers you are contributing to an area of scholarship that has been neglected.
Course Requirements:

1. **Regular attendance and participation** in class discussion. **You can miss up to two classes, otherwise attendance is mandatory.** If you miss a further class (no matter the reason, justified or unjustified) you will lose participation grade for that class. This is the only way we can be fair to all the participants of the seminar. Participation means you have read and are willing to discuss the readings for that particular class. When there is a choice of readings for a class, students will be required to sign in information on which readings they have carried out for that particular night. Participation also means you are present and willing to give feedback to other students responses to the readings, and that you provide written and oral responses to their presentations. I reserve the right to ask unprepared students to leave the discussion.

2. **Leading the discussion.** Each member of the seminar will lead a discussion of a portion of the assigned reading. Your responsibility will be to formulate discussion questions, provide them to the seminar in advance of the discussion, and lead seminar members in a *lively* discussion of key issues raised by the reading. Come prepared to discuss its thesis/argument, contents, sources, and relevance to the Mexican-European theme.

3. **Two review papers and two article analyses** You must do D and B and one other.

   A. Comparative Review of San Patricio video and at least two San Patricio articles **required** 10%
      Theme: Have the San Patricios been romanticized? (3-4) pages. **Due: October 1**

   B. Article Analysis **required** (2 pages each) 10%
      Analyzing the Article (1) and Analyzing the Article (2) **Due: October 13 and November 10**
      Details on WebCT.

   C. **Zimmermann Telegram** (3 pages)10%
      Is this a good work for understanding Mexico at this time period, or is Mexico incidental to the story it tells? **Due October 27**
      Details on WebCT.

   D. Comparative book review **required** (4 pages) 15%
      (Greene and Greene or Greene and Waugh). **Due November 5**
      Details on WebCT (not a book review – must use other sources)

4. **Research proposal and annotated bibliography.** The research proposal must include a clear statement of your historical question, a discussion of the historiography of the topic, a discussion of the sources you will use and their value to your research, your tentative hypothesis, and a brief outline of your argument. The bibliography must be annotated and conform to Chicago style. You will present your proposal to the seminar for comment on
October 1. Written proposal due October 5. Details on WebCT.

Important
All short paper assignments must be placed in the context of the theme of the course (Mexican-European connections since 1821) and, where relevant, refer to the related background readings. Citation must be in Chicago Style. You may exceed a page of recommended length, but no more.

5. Oral presentation of your research. This will consist of an organized presentation to the seminar of your research topic and the conclusions you reached. Your peers will critique your presentation. This is an opportunity to share what you have learned through your research and writing. See WebCT

6. A research paper [approx. 15 pages of text] on a topic related to the theme of the seminar and approved by the instructor (see WebCT). The paper is due November 22.

Grading:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>8%</td>
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<tr>
<td>Research proposal with bibliography</td>
<td>8%</td>
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<tr>
<td>Leading a seminar reading</td>
<td>6%</td>
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<tr>
<td>Shorter written assignments</td>
<td>35%</td>
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<tr>
<td>Oral Presentation</td>
<td>8%</td>
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<tr>
<td>Research Paper</td>
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Portfolio
Please note all writing assignments must be kept in a portfolio. Assignments will not be graded unless the previous assignment/s are in the portfolio. The portfolio should be a lightweight folder or file.

Submission of papers.
All papers must be submitted electronically through turnitin.com and in hard copy. Extensions will be given only in the most extreme circumstance and only if arrangements are made before the due date. Late papers, whatever the circumstances, will be graded down. Failure to turn in a written assignment will result in a grade of "F" for the course.

Academic Dishonesty: Students are expected to familiarize themselves with the section in the university catalog on academic honesty. According to the catalog, plagiarism "consists of the misuse of published or unpublished works of another by claiming them as one's own" (2005-07 Catalog, p. 80). I do not tolerate plagiarism and will award an “F” for the course to anyone who plagiarizes. If you are unclear about what constitutes academic dishonesty or plagiarism, ask. The English department makes available a handout on plagiarism. I expect you to research, write, and edit your papers. If you need help, see me.
**Class Schedule:** The following schedule is tentative. The instructor reserves the right to modify the schedule according to her perceptions of the interests and needs of those enrolled. All assignments are to be read before the class meeting for which they are assigned.

**Week One  Mexico and the outside World**
Monday, September 15
Introduction to the course
Research and the Historian

Wednesday  September 17

**Week Two  The Irish**
Monday September 22
Presentation from Librarian Curt Asher “Preparation for the research paper”.
San Patricios Video

Wednesday  September 24
Discussion on the *San Patricios*

Specific Reading: Come prepared to discuss the two articles’ thesis/argument, contents, sources, and relevance to the Mexican-European theme. If you find a related scholarly article you may, if approved, use it instead of one of these.


If interested see also Robert Ryal Miller’s book *The Shamrock and the Sword* on reserve.

**Background Reading:** Meyer, Chapter 5, “The Trials of Nationhood”, *The Course of Mexican History*, particularly pp. 323-341

**Week Three  The French**
San Patricios Paper Due (Wednesday)
Paper Proposal Due (Oral due Monday, written due Friday)
Monday September 29
Proposal Presentations and Reactions. See webCT for guidelines.
Intro to interpretations on the international ramifications of the French Invasion of Mexico
Wednesday October 1
Specific Reading: Read the article by Topik and one of the articles by Barker.


------------------------‘The French Legation in Mexico: Nexus of Interventionists,” French Historical Studies, 7 (Spring 1974), 409-426 (JSTOR)


------------------------“The Factor of “Race” in the French experience in Mexico, 1821-1861”, Hispanic American Historical Review, 59 (1), February, 1979, 64-80 (electronic reserve)

Topik, Steven C. “When Mexico had the Blues: A Transatlantic Tale of Bonds, Bankers, and Nationalists” The American Historical Review, Vol. 105, No. 3 (June, 2000), pp. 714-738 (electronic reserve)

Background Reading: Meyer, Chapter 6, “Liberals and Conservatives Search for Something Better, 1855-76”, The Course of Mexican History particularly pp. 374 - 386
Chambers, Chapter 24 “National States and National Cultures” The Western Experience

**Week Four The British**

Monday October 6
Individual meetings to discuss proposals

Wednesday October 8
Introduction on the British formal and Informal Empire
Choose two articles from the list below. Come prepared to discuss their thesis/argument, contents, sources, and relevance to the Mexican-European theme.

Specific reading: Read the two articles below. Come prepared to discuss their thesis/argument, contents, sources, and relevance to the Mexican-European theme.


Constitution between Great Britain and Mexico

**Week Five The Germans**

*Monday October 13

*Article Analysis (1) Due (Monday)*

Specific reading: Read two of the articles below. Come prepared to discuss their thesis/argument, contents, sources, and relevance to the Mexican-European theme.


Background Reading: Meyer, Chapter 7, “The Modernization of Mexico, 1876-1910, *The Course of Mexican History*
Chambers, Chapter 24 “Progress and its Discontents” *The Western Experience*, particularly pp. 758-774.

**Week Six Germany to Greene**

Monday October 20: Second half of Tuchman
Wednesday October 22: Greene,  *Power and the Glory*

Background Reading: Meyer, Chapter 9, “The Revolution: The Constructive Phase”,  *The Course of Mexican History*
Chambers, Chapter 28, “The Great Twentieth Century Crisis”  *The Western Experience*, pp. 879-896

**Week Seven** *The English Writer in Mexico continued*
Paper on Zimmermann Telegram Due

Monday October 27

Wednesday October 29

**Week Eight** *Mexico and International Crises 1933-1982:*
*Spanish Civil War, Anschluss, World War Two, Holocaust, Refugees, Las Malvinas/Falklands.....*

Monday November 3
Choose two articles from the list below. Come prepared to discuss their thesis/argument, contents, sources, and relevance to the Mexican-European theme. If you find a related scholarly article you may, if approved, use it instead.

**Spain**
Patricia Fagen, *Mexico and the Spanish Civil War*  (University of New Mexico Press, 1981)  
(reviewed in *The Hispanic American Historical Review*, Vo.62, No. 3 (August1982), pp. 499-501 JSTOR)  
*Find an article on Mexico and the Spanish Civil War*

**Britain**
Stephen R. Niblo, “British Propaganda in Mexico During the Second World War: The Development of Cultural Imperialism” *Latin American Perspectives*; Vol. 10, No. 4, 114-126 (JSTOR article)

..................”Allied Policy Toward Axis Interests in Mexico During World War 11”,  

**Refugees**
Friedrich Katz, “Mexico, Gilberto Bosques and the Refugees”, *Americas*, Vol. 57, No. 1,  
pp.1-12. (JSTOR)
Mexican Foreign Relations 1934-1940

Las Malvinas/Falklands
Esperanza Durán, “Mexico and the South Atlantic conflict: solidarity or ambiguity?” international Affairs, Vol. 60, No. 2 (Spring 1984), pp.221-232 (electronic reserve)

Background Reading: Meyer, Chapter 10, “The Revolution Shifts Gears: Mexico Since 1940”, The Course of Mexican History
Chambers, “Chapter 29 “The Nightmare: World War Two

Chambers, pp. 895-896

Wednesday November 5
(Greene, Greene or Greene Waugh paper due)
Paper Consultations

Week 9 Presentations of research
Monday November 10
Analyzing the Article(2) due.

Wednesday November 12

Week 10 Presentations of research

Monday November 17
Wednesday November 19

Research paper due: November 22

Students With Disabilities

“To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.”