



Department of History

LAST 401

Integrative Seminar in Latin American Studies: Contemporary Mexico
Fall 2021

Instructor: Dr. A. Kiddle

Email: akiddle@ucalgary.ca

Office Hours and Location/Method: Tuesday/Thursday 11:00:12:00 via Zoom or in SS644

Class Room Location, Days and Times: Tuesday/Thursday 12:30-1:45

Course Delivery: In person, except where as noted below

Description

This integrative seminar in Latin American Studies is a multi-disciplinary investigation of contemporary Mexico. Through in-class discussion of readings, documentaries, and the coverage of Mexico in the English-language media, students will study significant political, economic, social, and cultural issues, focusing on the period from 2000 to the present.

As the capstone seminar in Latin American Studies, the objectives of the class are two-fold. First, LAST 401 includes significant reading and writing requirements, and students will demonstrate their analytical, research, and writing skills through the completion of substantial coursework. Second, LAST 401 draws on several different disciplinary perspectives in our weekly analysis of selected topics, and students will demonstrate an understanding of what different disciplinary perspectives bring to our understanding of Latin America in general, and Mexico in particular.

Learning Outcomes

To be successful in this class, students will:

- Demonstrate knowledge and understanding of key developments in contemporary Mexican society and culture
- Analyse the role of political, social, economic, and cultural issues in Mexican societies and cultures
- Demonstrate understanding of and evaluate debates regarding ideas contemporary issues in Mexican society and culture
- Use critical skills to analyse secondary sources and media coverage to construct arguments about Mexican society and culture

Reading Material

Required:

- Castellanos, M. Bianet. *A Return to Servitude: Maya Migration and the Tourist Trade in Cancun*. St. Paul: University of Minnesota Press, 2010. (Electronic copy available at the [library](#), hardcopy on reserve, hardcopy available at the [bookstore](#) for 38.99)
- González de Bustamante, Celeste and Jeannine E. Relly. *Surviving Mexico: Resistance and Resilience Among Journalists in Twentieth-Century Mexico*. Austin: University of Texas Press, 2021. (Hardcopy available at the [bookstore](#) for 45.70)
- Smith, Benjamin. *The Dope: The Real History of the Mexican Drug Trade*. Norton: New York, 2021. (Hardcopy available at the bookstore for 40.00, e-book available through [VitalSource](#) for 36.73)
- Villegas, Paloma E. *North of El Norte: Illegalized Migrants in Canada*. Vancouver: UBC Press, 2021. (Hardcopy available at the [bookstore](#) for 34.75)
- Vogt, Wendy. *Lives in Transit: Violence and Intimacy on the Migrant Journey*. Berkeley: University of California Press, 2018. (Hardcopy available at the [bookstore](#) for 46.70. e-book available through [VitalSource](#) for 37.80. Electronic copy available from the [library](#) through UCPress)

Additional required readings will be posted on d21.

Suggested:

- Buchenau, Jürgen. *Mexican Mosaic: A Brief History of Mexico*. (Hardcopy available for purchase for 22.85 from the [bookstore](#). On reserve at the [library](#))

Assessment

Assessment Method	Weight	Due Dates
Participation	20%	Weekly
Mexico in the Media Presentation	10%	TBD
Scholar Interview	10%	TBD
Weekly E-journals on d21	20%	Wednesdays 11:59 pm
Research Proposal	10%	Tuesday Oct 26, 9:30 am
Research Paper	30%	Tuesday December 12, 11:59 pm

Grading Policies

Students will be given the option of skipping e-journal entry or of dropping the lowest mark of one e-journal entry. I understand that things come up and it is a constant challenge staying organized, so keep these “free passes” handy in case something happens.

All other late work will be penalized one-third of a letter grade per day (ie. B+ to B). Grades awarded will include letter grades and percentages and will correspond to the grading scale below.

Students who anticipate difficulty meeting a deadline (for academic or personal reasons) should request an extension at least 48 hours **before** an assignment’s due date.

Students who have questions regarding the mark they earned on a given assessment should wait at least 24 hours before asking to discuss it with the instructor.

Other Course Policies

Students are asked to please wear face masks indoors on the University of Calgary campus, and especially in lecture, where physical distancing will not be possible. Although the instructor is fully vaccinated, she has a four-year-old son who cannot yet be vaccinated. I expect others in the class also have loved ones who are unvaccinated or immunocompromised. Because the University of Calgary does not **require** vaccination, although it strongly encourages it, our best defence is to wear masks indoors to prevent the spread of COVID-19.

Please refrain from disruptive behaviour. Arrive on time, put away your cellphone, and avoid eating in class.

Please feel free to drop in to see me during my office hours, either via **Zoom** or in SS644. If you cannot come during the posted times, I would be happy to make an appointment for a mutually convenient time.

Please feel free to e-mail me but be aware that it may take up to 48 hours for me to respond.

Details on Methods of Assessment

Details of all assignments are posted on d2l.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

In order to attend Zoom office hours, and some classes, as noted, students will require a

computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet.

Inclusiveness, Accommodation, Privacy, and Conduct

This course is intended for all registered students, and I am committed to creating an inclusive learning environment. If you have any foreseen or unanticipated conditions or circumstances that require reasonable accommodations, you are encouraged to contact the campus resources outlined below or contact me by email or during office hours to discuss how I can help you to be successful in this course.

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible.”

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule **Note that articles are subject to change, but books are firm**

Date	Topic & Reading	Important Dates
Sept 7-10	<p>Introduction</p> <p>READ López, Amanda M. “The Mexico City Metro and its Riders.” <i>The Oxford Research Encyclopedia of Latin American History</i> (2018). DOI: 10.1093/acrefore/9780199366439.013.456 Suggested: Buchenau</p>	<p>COMPLETE Weekly e-journal 1, Due Sept 8 11:59 pm (d2l)</p>
Sept 13-17	<p>Drugs</p>	<p>COMPLETE</p>

	<p>READ Campbell, Howard. "No End in Sight: Violence in Ciudad Juárez." <i>NACLA Report on the Americas</i> (May/June 2011): 19-22.</p> <p>Smith</p> <p>****Dr. Benjamin Smith to join us via Zoom on September 16*****</p>	Weekly e-journal 2, Due Sept 15 11:59 pm (d2l)
Sept 20-24	<p>Migration</p> <p>READ Massey, Douglas S., Jacob S. Rugh and Karen A. Pren. "The Geography of Undocumented Mexican Migration." <i>Mexican Studies/Estudios Mexicanos</i> 26:1 (Winter 2010): 129-152. Félix, Adrián. "Posthumous Transnationalism: Postmortem Repatriation from the United States to Mexico." <i>Latin American Research Review</i> 46: 3 (2011): 157-179.</p>	COMPLETE Weekly e-journal 3, Due Sept 22, 11:59 pm (d2l)
Sept 27-Oct 1 (Sept 30 no classes)	<p>Democratization</p> <p>READ Guillermoprieto, Alma. "Elections 2000." In <i>Looking for History: Dispatches from Latin America</i>, 286-303. New York: Vintage, 2001 Ortiz-Ortega, Adriana and Mercedes Barquet. "Gendering Transition to Democracy in Mexico." <i>Latin American Research Review</i> 45, Special Issue (): 108-137. Márquez Ramírez, Mireya. "Journalism Culture and Political Conflict: Mexican Journalists Reflect Their Performance during 2006 Presidential Elections." <i>Derecom</i> No. 1 (March-May 2010): 1-23.</p>	COMPLETE Weekly e-journal 4, Due Sept 29, 11:59 pm (d2l)
Oct 4-8	Militarization	COMPLETE

	<p>READ Díez, Jordi. "Legislative Oversight of the Armed Forces in Mexico." <i>Mexican Studies/Estudios Mexicanos</i> 24:1 (Winter 2008): 113-145.</p> <p>Müller, Markus-Michael. "Community Policing in Latin America: Lessons from Mexico City." <i>Revista Europea de Estudios Latinoamericanos y del Caribe/European Review of Latin American and Caribbean Studies</i> 88 (April 2010): 21-37.</p> <p>Falcón, Sylvanna M. "Rape as a Weapon of War: Militarized Rape at the U.S.-Mexico Border." In <i>Women and Migration in the U.S.-Mexico borderlands: A Reader</i>. Edited by Denise A. Segura and Patricia Zavella, 203-223. Durham: Duke University Press, 2007.</p> <p>*****Thursday October 7 – Library Module to be held via Zoom/d2l *****</p>	<p>Weekly e-journal 5, Due Oct 6, 11:59 pm (d2l)</p>
<p>Oct 12-15 (Oct 11 no classes)</p>	<p>Journalism</p> <p>READ Hughes, Sallie. "The Media in Mexico: From Authoritarian Institution to Hybrid System" in <i>The Media in Latin America</i>, edited by Jairo Lugo-Ocando, 131-149. Buckingham: Open University Press, 2008.</p> <p>González</p> <p>****Dr. Celeste González de Bustamante to join us via Zoom on October 12*****</p>	<p>COMPLETE Weekly e-journal 6, Due Oct 13, 11:59 pm (d2l)</p>

Oct 18-22	<p>Central American Migration</p> <p>READ Brigden, Noelle K. “‘Like a War’: The New Central American Refugee Crisis.” <i>NACLA Report on the Americas</i> 45:4 (Winter 2012): 7-11. Vogt</p> <p>****Dr. Wendy Vogt to join us via Zoom on October 21*****</p>	<p>COMPLETE Weekly e-journal 7, Due Oct 20, 11:59 pm (d2l)</p>
Oct 25-29	<p>Agriculture</p> <p>READ Chollett, Donna L. “From Sugar to Blackberries: Restructuring Agro-export Production in Michoacán, México.” <i>Latin American Perspectives</i> 36: 3 (May 2009): 79-92. Browning, Anjali. “Corn, Tomatoes, and a Dead Dog: Mexican Agricultural Restructuring after NAFTA and Rural Responses to Declining Maize Production in Oaxaca, Mexico.” <i>Mexican Studies/Estudios Mexicanos</i> 29:1 (Winter 2013): 85-119.</p>	<p>COMPLETE ***Proposal DUE October 26 by 9:30 am***** Weekly e-journal 8, Due Oct 27, 11:59 pm (d2l)</p>
Nov 1-5	<p>Mexican Migrants in Canada</p> <p>READ Villegas Martin, Patricia M. and Annie Lapalme. “Mexican Asylum Seekers to Canada: The Door Closes.” <i>NACLA Report on the Americas</i> 46:1 (Spring 2013): 74-78.</p> <p>****Dr. Paloma Villegas to join us via Zoom on September 16*****</p>	<p>COMPLETE Weekly e-journal 9, Due Nov3, 11:59 pm (d2l)</p>

Nov 8-12	Term Break, no classes	
Nov 15-19	<p>Tourism</p> <p>READ</p> <p>Castellanos Saragoza, Alex M. "Golfing in the Desert: Los Cabos and Post-PRI Tourism in Mexico." In <i>Holiday in Mexico</i>, edited by Dina Berger and Andrew Grant Wood, 295-319.</p> <p>****Dr. Bianet Castellanos to join us via Zoom on November 18*****</p>	<p>COMPLETE</p> <p>Weekly e-journal 10, Due Nov 17, 11:59 pm (d2l)</p>
Nov 22-26	<p>Race and Indigeneity</p> <p>READ</p> <p>Stavenhagen, Rodolfo. "Struggle and Resistance: The Nation's Indians in Transition." In <i>Mexico's Democratic Challenges: Politics, Government, and Society</i>. Edited by Andrew Selee and Jacqueline Peschard, 251-267. Washington, D.C.: Woodrow Wilson Center: 2010.</p> <p>Mora, Mariana. "Ayotzinapa and the Criminalization of Racialized Poverty in La Montaña, Guerrero, Mexico." <i>PoLAR</i> (May 2017): 67-85.</p>	<p>COMPLETE</p> <p>Weekly e-journal 11, Due Nov 24, 11:59 pm (d2l)</p>
Nov 29-Dec 3	<p>Art and Contemporary Issues</p> <p>READ</p> <p>Rodríguez, Cindy. "The Undocumented Migration Project." HuffPost, 01/19/2012.</p> <p>****Artist Claudia Chagoya to join us on December 2*****</p>	<p>COMPLETE</p> <p>Weekly e-journal 12, Due Dec 1, 11:59 pm (d2l)</p>
Dec 6-9	<p>Feminism and Femicide</p> <p>READ</p>	<p>COMPLETE</p> <p>Weekly e-journal 13, Due Dec 7, 11:59 pm (d2l)</p>

	Ortiz-Ortega, Adriana and Mercedes Barquet. "Gendering Transition to Democracy in Mexico." <i>Latin American Research Review</i> 45, Special Issue (): 108-137.	*****Research Papers Due by 11:59 pm on December 12*****

There is no registrar-scheduled final exam.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre \(ASC\)](#).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: *History 300 is a required course for all history majors. You should normally take this course in your second year.*

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have

experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Fall 2021 (in-person)