

Learning Diary



Spanish 307 *History and Politics of Mexico*



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1. Introduction

1. Why am I taking this course?

I am taking this course because I am a Spanish major. In addition, since I came to the United States I have forgotten some of the Mexican history so I would like to get more knowledge about it and refresh my mind. I am persuading that this class would help me to learn more about my culture and develop a better understanding of the events that happened long time ago.

2. Personal Learning Outcomes:

- a) I will learn more about the history of Mexico.
- b) I will be able to identify the Mexico states.
- c) I will learn about the Mexican culture and politics.
- d) I will learn about the different time periods of Mexico. For example: Mexican Revolution, Spanish colonization, Mexico's independence movement, etc.

2. Learning Journals

January 2017

Tuesday, January 24

1. Title: Course description, learning outcomes and portfolio.

Purpose: It will help the student to know all the requirements needed for the class in order to get a good grade. In addition, the teacher talks about the topics of the book that we will discuss during the semester.

Structure: Develop group cohesion, describe the class, define the learning outcomes, describe the Portfolio, talk about current events, the map of Mexico.

Course description:

-Mexico's history and its peoples from indigenous periods to the arrival of Europeans and Spanish colonization.

-Examines the mission system and rancherías of California, New Mexico, and Colorado.

- Analyzes the independence movement and Mexico's relationship with the United States during westward expansion.

- Examines the 20th century by focusing on the Mexican Revolution and the factors, which have resulted in continuous northern migration.

Learning outcomes:

-Describe and characterize the different indigenous cultures of Mexico and the impact of the Spanish colonization of Mexico.

-Characterize and explain Mexico's independence movement and the war between the United States and Mexico.

- Describe and analyze the Mexican Revolution and its impact on society. Also, the factor responsible for migration from Mexico to the United State.

Activities: The Mexico Reader, prepare a portfolio, class discussions, watch documentaries and films.

Portfolio objectives: It gives you control of your own learning. The portfolio shows and document your achievement with respect to the specific goals of this course and reflect on what you are learning.

-Learn the names of the states of Mexico.

Reflection: I learned about the class requirements and some of the topics we are going to discuss in class. Also, about the importance of the portfolio and how it helps you in your learning process.

Thursday, January 26

1. Title: “ Introduction”

Purpose: The way Mexico has becoming a modern country and the disadvantages of it.

Structure:

- Mexico expressive culture and tremendous economy.
- Tenochtitlan pyramid of the Aztecs and important monuments by ancient civilizations.
- Alexander Von Humboldt published a book in 1810 that celebrated the virtually boundless economic potentials of Mexico’s agricultural and mineral resources.
- Baron Van Humboldt predicted a bright future for Mexico because it has a lot of great lands and minerals.
- Mexican Revolution (1910-1917) the chiefs Emiliano Zapata and Pancho Villa.
- Diego Rivera painter of the Mexican Revolution.
- (1920 -1930) Discovery of Mexican talents and exotic popular culture. For example: rustic songs, dances, folk cuisine and handicrafts, murals, etc.
- Jose Guadalupe Posada artist in woodcuts.
- The Post-revolutionary governments “institutionalized” the revolution and “modernized” the country. The message that they wanted to convey to the world was that Mexico is now cosmopolitan, folkloric and safe.
- Mexico shaped the way to become a modern country.
- Mexico is the second larger business partner. It has produced fabulous fortunes in business, politics, oil and drug trade.
- Almost half of the country residents are in poverty.

-Mexicans immigrants illegally cross to the United States because of the lack of opportunities in Mexico.

-Mexico always presented formidable challenges to economic development and governance, diversity of people, languages (60 indigenous languages spoken, and regions).

- The Spaniards conquest brought a lot of exploitation, racism and paternalistic authoritarian rules where the church play an important role.

Reflection: It mentioned the way Mexico has changed since Hernán Cortés entered to the country. Mexico is now a modernized country that affects the country's stability. In addition, the governors just worried to become a modernized country and did not care about the poor people.

2. **Title:** "The search for lo Mexicano."

Purpose: Describe the meaning of nationality

Structure:

-Genetics and environment characteristics define "nationality."

-It is a problem with identity to define what is to be Mexican.

- Joel Poinsett held that the Mexican race was weak and degenerate.

- Octavio Paz and Samuel Ramos criticized Poinsett for exaggerating his thoughts against Mexicans.

- Nationality is defined as a polite word for race. Race is a social construction than a matter of biology characteristics.

Reflection: It talks about how the term nationality divide people in different groups and it is imposed by society. In addition, it talks about the concept that white people have of Mexicans.

3. **Title:** "The Mexican Character" by Joel Poinsett

Purpose: Spaniards and Mexicans are inferior and uncivilized people.

Structure:

-Joel Poinsett (1779-1851). In 1822, he traveled to Mexico and authored a short book on the subject "Notes of Mexico." In 1825, he was U.S ambassador to Mexico. He later serve as secretary of war in the cabinet of President Van Buren.

-Poinsett have a pessimist view of the Mexican character and of the nation's potential for progress. He said that Mexicans are private of their liberty and uncivilized. In addition, Mexican cannot be compared with the civilized people of American and Europe.

-Mexico is a place with a lot of minerals and land but Mexicans lack of knowledge.

-Spaniards prevent the entrance of strangers and keep people in profound ignorance because the contact with other people can bring new knowledge to the Indians.

-The infrastructure was not as good the United States.

-The aristocracy and the clergy of Mexico are ignorant and immoral race.

-Indian people are patient, laborious, submissive but ignorant. Indian hate Spaniards because Spaniards mistreat them.

-Spaniards are the most ignorant people. Mexicans are ignorant due to the ignorance of the Spaniards.

Reflection: Joel Poinsett criticized the way Spaniards treat Mexicans. He also mentioned that Mexican are ignorant due to the Spaniards ignorance. The hope of Mexico is imitated the United States.

4. **Title:** "The Cosmic Race" by José Vasconcelos

Purpose: Latin American mestizo constitutes a "new race" the cosmic race. This race combines the best qualities of the European and Indian cultures and will be the race of the future. Mestizos have and spiritual essence in contrast to the materialist essence of Anglo-Saxon.

Structure:

-Jose Vasconcelos (1882-1959). He was politician and philosopher. He was secretary of education and produce books and textbooks. He introduced music, literature and arts to Mexico. Vasconcelos saw the United States as arrogant, pragmatic, shallow, aggressive and lacking of spirituality. He reacted against North America and its materialistic values. He mentioned that Latin America must avoid the United States, and they need a philosophy that celebrated their strengths and virtues.

- The mestizo constitute a new race, which is the cosmic race. This new race combine the virtues of Indians and Europeans. Europe served as a bridge to make possible the mix of races.

-Anglo-Saxon want to destroy the races when mestizos assimilated them. The advantage of the mestizo traditions is the sympathy toward strangers because English keep mixing only with the whites and annihilated natives.

- The new race will replace the four races because there will be not a race of a single color.
 - The cosmic race is one race that have parts or qualities from all races in order to become one.
- Reflection:** This essay talk about the combination of Indians and Spaniards form one race that have the virtues of both. In addition, it criticized the Anglo-Saxon people because they do not want to mix with Indians because they want to preserve their race.

5. **Title:** “The Sons of La Malinche” by Octavio Paz

Purpose: Mexicans keeps denying their true cultural roots. Their character has been shaped by conquest, violation, and revolution.

Structure:

- Octavio Paz a Mexican poet, essayist and diplomat. He held that Mexico was an intent in denying his true heritage that was develop by the Spaniard conquest violence and revolution. Paz career started in the 1930’s. He was the first Mexican that received the Nobel Prize in 1990. Paz quits his diplomatic career in 1968 in order to protest for the killing of students in Tlatelolco.
 - The chingada is a mythical mother like the llorona or the malinche. Chingar denotates violence, violate, lacerate, injure and destroy. Chingar is to do violence to another person that usually is passive and inert. Mexicans either chingan others or the others chingan to them which divide society between strong and weak.
 - The chingada is the mother forcibly opened, violated or deceived. The hijo de la chingada is the offspring of violation, abduction of deceit, and fruit of a violation. Doña Marina was violated, fascinated and seduced by Spaniards.
 - The paternal figure of a man is to impose superiority that refers to macho and power. Macho is a strange and comes from far away which means that Spaniards and the macho are the same. The macho has not divine or heroic counterpart, for example: Miguel Hidalgo, Jesus Christ, and Cuauhtémoc.
 - Mexicans breaks his ties with the past, renounces to their origins, and lives in isolation and solitude. Mexican do not identified as either Indians or Spaniards. The Independence of Mexico break ties that bound Mexicans with Spaniards but the past still hurts because Mexicans do not have Identity.
- Reflection:** This essay talks about how Mexicans lack of identity and how their past still hurt to them. In addition, it mentioned the violence used by the Spaniards against the weak people.

Objectives: We discussed current events in Mexico. We identified the Mexican state on a map and examined the theme of Mexicanidad. We analyzed “The Mexican Character” by Joel Poinsett, “The Cosmic Race” by José Vasconcelos and “The Sons of La Malinche” by Octavio Paz.

Tuesday, January 31

1. Title: “The Problem of National Culture” by Guillermo Bonfil Batalla

Purpose: Mexico suffers from an identity crisis. The real owners of Mexico are the minorities.

Structure:

-Guillermo Bonfil Batalla is an anthropologist that believe Mexico suffers from a crisis of identity. He argued that the true Mexico is represented by Indians, rural mestizos, urban poor, whose culture is Mesoamerican. Bonfil was a director of the Nacional Institute of Anthropology and History. He organized the first national congress of Indian people.

-The absence of common Mexican culture is the presence of two civilizations that never fused to produce new civilization program. Neither have they coexisted in harmony and benefit each other.

-The invasion of western people have made society to adopt their political, economic and ideological power leaving the Mesoamerican society apart. The mentality of inherited by colonizers did not allow inventions of other civilizations so Mesoamerican civilizations must die as soon as possible.

-The existence of two civilizations eliminate one (Mesoamerican civilizations) and spread one (Western civilizations). Indians were culturally and socially segregated. It was a huge declined of Indian people which was one of the most violent and demographic catastrophes in the history of humanity.

-The only ideology that justified the Spaniards was that the only path of salvation was the Western civilization in Mexico that make Indians assimilate the dominant culture.

-In the 19th century, the independence of Mexico did not make any difference of taking away the Western civilization because Mexico continued following the European conviction that the state is the expression of people with same language and culture.

-In Mexico exist the marginalization that exclude people of their own way of living. Mexicans have one choice: Live in the external and different world, they can have double life or they can renounce to their birth and accept the imaginary Mexico. The notion of democracy imposed by the western civilization became as a mechanism of exclusion that deny the existence of the population.

Reflection: This essay talks about how the real owners of Mesoamerican lands were segregated and forced to adopt a new culture. Also, Mexico still have the same government system left by the western civilization that marginalized people that do not have the same socio economic status or speak the same language.

2. **Title:** “Does it Mean Anything to Be Mexican” by Roger Bartra

Purpose: Criticized the government and the way minorities are discriminated in Mexico.

Structure:

-Roger Bartra a sociologist and anthropologist.

-The stereotype of the pelado, as a featured in Mexican popular culture. The deplorable conditions of the working classes that inspired a feeling of horror in the bourgeoisie who do not recognize that they are people they created. This people is result of industrialization.

-Cantinflas uses elusive language that allows him to slip out of any difficulty. He does not have aspirations to better himself and does not want better world even as a dream, he is happy with life and that is it. Cantinflas expresses his self-defense through his language; he oscillates between affirmation and denial. He elicits laughter or tears when he speaks delimiting the tragic from the comic. Cantinflas criticized social injustice.

-Cantinflas stereotype can be applied to many Mexicans; however, it defined the Mexico’s government bureaucrats.

-The dialects created by the working classes are originally ways of defense because impede others to understand their conversations. These are language of not meaning for those who do not belong to the social group. Arte Aca de Tepito a barrio in Mexico City has different forms of defense. Cantinflas use the popular slang that everybody can understand but when he uses the barrio’s slang acquires other meaning.

-The myth of the pelado in its Cantinflas version reveals the relationship between the political culture stablished by the government and people. Cantinflas is not the stereotype of a poor

Mexican; he is the simulacrum of the strong structural link that exist between the despotism and corruption. Cantinflas message is that misery is a permanent state but it must be vindicated by laughter.

Reflection: This essay talks about the way minorities are segregated and the bad government in Mexico. Cantinflas is a representation of a pelado that represent the relationship between the government and the people.

3. Title: “Mexico City 1992” by Alma Guillermo Prieto

Purpose: The way Mexican culture has been changing due to modernity.

Structure:

-Alma Guillermo Prieto is one of the most insightful chronicles of contemporary Latin America. Contributed to the letter to the New York at the time Carlos Salinas de Gortari was president.

-Mexico has been affected since Salinas de Gortari sign NAFTA. Progress has hit Mexico in form of devastation because of the incorporation of industrialization.

-The spiritual home of ranchera music is in the heart of Mexico City. Jose Alfredo Jimenez composed rancheras songs about weeping, alcohol and women. Mariachis go to Garibaldi plaza and stay there wearing a mariachi custom so people pay them to listen a ranchera song. The construction of a subway have cutting down the number of customers that usually go to Garibaldi. Mexico’s subway is a tremendous achievement because is one of the longest railroads in the world. It has been helping many people to move from one place to another but its construction make many shop owners into bankruptcy.

-Mexico has been modernized but it has affect the country’s culture. Mariachis became less popular and they are worried of losing their jobs. Mexico’s invasion from the United States in 1847 cost the country half of the territory and the arrival of technological improvement has been used to herald the death of Mexican traditions.

-Ranchera music is less popular than rock that means that the culture is fragmented. It shows how the rancheras have changed as much as Mexico has. Mexicans identify themselves with rancheras but little by little, they are disappearing.

Reflection: This essay talks about how Mexicans have been modified the Mexican culture since industry arrived to Mexico. In addition, how popular Mexican music has been decline over the time due to other types of music from other countries.

Objectives: We talked about current events and reviewed the states of Mexico. We discussed “The Problem of National Culture” by Guillermo Bonfil Batalla, “Does it Mean Anything to Be Mexican” by Roger Bartra and “Mexico City 1992” by Alma Guillermo Prieto.

February 2017

Thursday, February 2

1. Title: “ Ancient Civilizations”

Purpose: It explains the different native civilizations in Mesoamerica and some of their characteristics.

Structure:

-The early civilizations of Mesoamerica began around 2000 B.C.; by 1200 B.C., impressive buildings had been built and a distinctive religion had evolved. In A.D. 300, the region entered a period called the “classical period,” where huge cities dominated large territories. For example: Teotihuacán (Aztecs) and Monte Albán (Zapotecs). The Mayas have splendid city-states, created ceramics, have knowledge of math and astronomy and developed a writing system. By around A.D. 800-900 the classical civilization entered decline and subsequent cultures tended to be more fragmented. Many Chichimecas moved from the north to enjoy the opportunities Central Mexico had. The Aztecs immigrated to the lake region of Central Mexico in the mid-1200’s becoming the capital city of Tenochtitlán. By mid-1400, the Aztecs launched a campaign of imperial domination that would win them a precarious control of much of central and southern Mexico. Mesoamerican cultures were complex and sophisticated, but they earned a reputation for brutality.

Reflection: The native civilizations established in different areas of Mexico, and developed knowledge of astronomy and math, but later they were forced to become slaves of Spaniards. They built beautiful centers that they used for their governors or religious activities.

2. Title: “The Origins of the Aztecs” (Anonymous).

Purpose: The poem talked about the legend of the fifth sun and how the other four suns disappeared.

Structure: Mesoamerican peoples believed that time moved cyclically. Westerns believed that time began at a certain moment and has developed in linear fashion ever since, for Mesoamericans time was created and extinguished at regular intervals. The Aztec believe to be living in the epoch of the fifth Sun, since the fourth suns have existed and extinguished from earth. Mesoamericans view their religion seriousness because if either human or gods failed to perform their functions, the light of the day would be devoured and the world would cease to exist. The Aztec poem talked about how four kings were created and each of them were a sun. The first sun was called the Sun of Water because all was carried off by water, people was transformed by dragonfly larvae and into fish. The second sun was called the Jaguar Sun, the heavens collapse that the sun did not moved on its course from its zenith. I began to darken and people were devoured. Giants lived in this sun. The third sun was established by the rain. It was called the Sun of Rain, it rained fired and stones that consumed people. The fourth sun was called Sun of the Wind, all was carry off by the wind and people turned into monkeys. The fifth sun was called the Sun of Motion because it moves. In this sun earth shall move, there shall be famine and we shall perish.

Reflection: The poem described the characteristics of each sun and what happened to the people that lived during that time.

3. **Title:** “The Cost of Courage in Aztec Society” by Inga Clendinnen.

Purpose: The most famous aspect of the Aztec culture is its propensity for violent rituals most notably human sacrificed.

Structure:

-Inga Clendinnen a professor at La Trobe University, Australia. She examines the remarkably complex rituals of warfare and sacrifice in order to achieve some understanding of what these rituals actually meant to the Aztecs.

-In 1519, Tenochtitlan had 200,000 to 250,000 people. They live by trade not tribute.

-Aztecs’ performance in the field of battle was the confirmation to have and elevated position in the Aztecs hierarchy. Aztecs men 10 to 11 were trained in their own calpulli, they do fishing, hunting and farming. If these kids were successful in war, they became emancipated.

-Promotions in warriors was marked by cutting or arranging the hair. If the Aztecs demonstrated coward, it would be deprived of all signs of rank and would live as a despised commoner.

-Aztecs were not soldiers; they did not have an organized army. Aztecs' combats were individualistic. They related the eagle and jaguar with the style warriors used in combat. After a combat, 80 days were used for agricultural harvests and the first crop of warriors were kill. 80 days after the first sing of spring indicated the beginning of the planting season.

-During human sacrifices, approximate 60 people die. They use the gladiatorial sacrifice. The priest offered the heart to the sun of the warrior kill and the blood was distribute on each of the Aztec idols.

- The victims of human sacrifice were call "the striped ones" and the action on the stone was called "the stripping."

-Human sacrifices and rituals were offered to the earth to have abundance in crops specially the maize.

- The chinampas and the indigenous system of shallow brought prosperity to the Aztecs. The chinampas required men's exquisite manipulation of earth, seeds, sun and water.

Reflection: This essay talks about the importance of human sacrifice for the Aztecs. Humans sacrificed was offered to nature in order to have prosperity in their crops and feed themselves.

Objectives: We talked about current events in Mexico and reviewed of "The Search for 'Lo Mexicano.'" The instructor gave us an introduction about the Ancient Civilizations. We analyzed "The Origins of the Aztecs" and "The Cost of Courage in Aztec Society."

Tuesday, February 7

1. Title: "Popol Vuh" (Anonymous).

Purpose: The Popol Vuh talks about how humans were created and the three different types of men created by the gods.

Structure: The Maya civilization reached its apogee prior to the year 900 in the rainforest of southern Mexico and norther Central America. Overpopulation, environmental degradation and warfare led to the decline of Maya civilization. Surviving cultures situated in two separated regions of Yucatan and Guatemala. The Popol Vuh contained many of the elements of the Maya culture such as the origin of the human being. It follows the creation of the earth, when a handful of gods were dissatisfied with their handiwork. The gods create three different kind of men of mud, wood and corn. The man made by corn became human and it has beautiful and intelligent.

Reflection: The Popol Vuh talks about the creation of animals, plants and human in earth.

2. Title: “The Meaning of Maize for the Maya” by J. Eric Thompson.

Purpose: This essay talks about the importance of maize for the Maya civilization.

Structure:

-J. Eric Thompson a British anthropologists.

-The Popol Vuh showed the importance of maize for the Maya civilization. It was of maize that the gods created human beings and maize was the source of life for the Mayas. Maize was a great deal more than the economic basis of Mayan civilization. Maize gave to the Mayas the prosperity to erect their pyramids and temples. The Indians consider feed the earth with dead bodies in payment for the products it gives them. The Mayan’s diet consisted of maize; almost 80 percent was based of maize. Mayas offered the maize to their gods in ceremonies in order to thank the gods for the good crops.

Reflection: The assay talks about the importance of the maize for the Maya civilization. They use the maize as food, economic basis as and as a gift for their gods to thank them for the product grow in the fields.

3. Title: “Omens Foretelling the Conquest” (Anonymous).

Purpose: It talks about the eight bad omens before the arriving of the Spaniards in Mexico.

Structure:

-The Mesoamerican of America shared a strong sense of astrology and divination. The omens are from the Florentine Codex, collected from native informants in central Mexico during the 1550’s by the Franciscan friar Bernardino de Sahagún. They were eight bad omen before the Spaniards first arrived to Mexico.

The first bad omen: Mexicas saw a comet on the sky.

The second bad omen: The temple of Huitzilopochtli burst into flames.

The third bad omen: A lightning-bolt damaged a temple.

The fourth bad omen: Fire stream through the sky while the sun was still shining.

The five bad omen: The wind lashed the water until it boiled.

The sixth bad omen: The people heard a weeping woman night after night.

The seventh bad omen: A strange creature was capture in the nest.

The eighth bad omen: Monstrous appeared in the streets of the city.

Reflection: The bad omens were events that happened to the Mexicas but they did not know what those omens mean until the arriving of the Spaniards.

Objectives: We talked about current events. We briefly talked about introduction to Ancient Civilization, “The Origins of the Aztecs” and “The Cost of Courage in Aztec Society.” In addition, we started talking about the “Popol Vuh” and “The Meaning of Maize for the Maya.” We practiced geography of Mexico.

Thursday, February 9

1. **Title:** “Teotihuacán piedras que hablan” by Juan Villoro.

Purpose: Teotihuacán was one of the most beautiful, organized and popular city in the world. It talks about the main gods and human sacrifices performed there.

Structure: It has an area of 20 km² and a population of 100,000 inhabitants. It was a city-state in the year 100 and it became prosperous in the year 700. There was a lot of commerce and immigration. Anthropologists think that the governors of Tenochtitlán were a snake, bird, jaguar and coyote. Tenochtitlán was divided in four sides. People from Oaxaca, Veracruz and Tikal immigrate to Tenochtitlán. It has a lot of mural and codices that represent words. The murals in each place indicate the status of the people there. Tlalóc the god of rain is around all Teotihuacán. Archeologists found around 260 skeletons that were offered to their gods. Human sacrifices were performed for their gods in order to keep the prosperity of Tenochtitlán.

Reflection: The video shows the different pyramids and temples in Tenochtitlán. It also talks about the discoveries archeologist of Mexico have been made.

Objectives: We talked about current events. We described and analyzed “Teotihuacán piedras negras que hablan.” We briefly talk about “Popol Vuh” and “The Meaning of Maize for the Maya.”

Tuesday, February 14

1. **Title:** “Mesoamerica Golden Age.”

Purpose: Characteristic of the Mesoamerican civilizations and main temples.

Structure:

-The period from A.D 150 to 900 has been viewed as a golden age. The Mesoamerican cultures develop great architecture, ceramics, sculptures, mural; they have their own beliefs and develop knowledge of astronomy and mathematics. Mesoamericans devised a highly sophisticated calendar system. Farming was sacred for Mesoamericans. These ancient cultures lacked of technology such as the use of metal, wheels for transportation, etc. They had technical perfection in construction work. Scientist think that those enormous pyramids were ceremonial centers inhabited by priest. Elites lived in luxurious places that include ball courts, steam baths and causeways. Artisans, soldiers and merchants lived around the temples but people like farmers, labors and others lived much further. These people farmer the land, hunted, fished, and performed all sorts of task necessary to support the aristocracy.

-Religion: shaman-priest who provide guidance and their god Tláloc and Quetzacóalt.

-Teotihuacán (dominated by Aztecs) in central Mexico was significant for its size and religious importance (Performed human sacrifices). It has the pyramid of the sun and moon. Monte Alban in Oaxaca (Zapotecs) was popular because it had pretty texture and stones that reflected the sun's light. It reflects Olmec influence.

-Mayans performed human sacrifice of warriors and other captives. They produces images of soldiers, slaves and weapons. They had the hieroglyphic scripts, architecture, and science. They settled in Yucatan, Honduras and Guatemala. El Tikal a metropolis of the Maya civilization and dominated by six pyramids. Other classic era Kingdoms Copán (Honduras), Piedras Negras (Guatemala), Yaxchilán (Chiapas), Palenque (Chiapas), and Bonampak (Chiapas).

-Cholula (Aztec place) in the state of Puebla. It was a sanctuary for Quetzacóalt and many people immigrated from Teotihuacán to Cholula. Xochilcalco (Morelos) and Cacaxtla (Puebla) they had Teotihuacán and Maya influences and beautiful mural paintings. The Tajín (Veracruz) has the Pyramid of Niches where natives performed bloody rites. It has eleven ball courts for the ball game that the Mayans played.

Reflection: The chapter describes the principal characteristics of Mesoamerican cultures and the different pyramids or religious centers each had in Mexico and other places.

2. Title: “ The Aztecs”

Purpose: It describes the main characteristics of the Aztecs.

Structure: Aztecs tribe started in the north. The Aztecs appeared in Mesoamerica as the south-central region of pre-Columbian Mexico. By the early 16th century, the Aztecs had come to rule over up to 500 small states, and some 5 to 6 million people, either by conquest or by commerce. Tenochtitlán at its height had more than 140,000 inhabitants, and was the most densely populated city ever to exist in Mesoamerica. The Aztec civilization was also highly developed socially, intellectually and artistically. It was a highly structured society with a strict caste system; at the top were nobles, while at the bottom were servants and slaves. The Aztec faith shared many aspects with other Mesoamerican religions, like that of the Maya, notably including the rite of human sacrifice. Their god were Huitzilopochtli (god of war and of the sun) and Quetzalcoatl (“Feathered Serpent”). The Aztec calendar, common in much of Mesoamerica, was based on a solar cycle of 365 days and a ritual cycle of 260 days; the calendar played a central role in the religion and rituals of Aztec society.

Reflection: The video mentioned some of the main characteristic of the Aztec civilizations. In addition, how they develop a calendar system and beautiful ceremonial temples.

3. Title: “Pre-Columbian Period”

Purpose: It is a description of the different cultures of Mesoamerica.

Structure:

-Periods in Pre-Columbian Mexico:

- 40,000-7000 B.C. Pre-Agricultural
- 7000-1500 B.C. Archaic (Incipient Agricultural)
- 1500 B.C.-A.D. 150 Formative or Pre-Classic
- A.D. 150-190 Classic
- A.D. 900-1521 Post-Classic

-Formative Period: Beginnings of village life, dependence on maize agriculture, use of wooden digging stick, use of irrigation, terracing, fertilizers, raised fields, ceramics and textiles.

-Classic Period: Teotihuacán, Monte Albán and the classic Maya.

-Post Classic Period: Toltecs, Mixtecs and Zapotecs (Oaxaca), post-classic Maya and the Aztecs.

-Common characteristics: writing system, maps, calendrical systems, developed knowledge of Math and Astronomy, ball game, gods (Quetzalcoatl, Tláloc), corn, beans, squash, chili

and human sacrifice.

Olmecs: Formative (1500-900 B.C.), Peak (1200-300 B.C.). They were located between the Papaloapan, Coatzacoalcos y Tonalá Rivers in La Venta, San Lorenzo and Tres Zapotes. The Olmecs represent the basis of other Mesoamerican cultures. They have a Theocracy and Hierarchical society. They cultivated corn, do fishing and trade. The Olmecs had a calendar, knowledge in astronomy and mathematics, good architecture, ceremonial sites, sculptures, giant heads, use of jade and wood sculptures. Their religion was based on dualistic worldview and belief in the spirit world. They had human sacrifice and ball game.

-Classic Period:

- A.D. 150 to 900 the Golden Age of Mesoamerica.
- Religion was the cohesive force that sustained society: Tláloc and Quetzalcóatl.
- Classic centers were true cities: ball courts, steam baths and causeways.
- Warfare and human sacrifice played an important role.
- The cities were centers of culture (art, architecture, science).
- By AD 900 many cities were in decline: Drought, aggressive attack from outsiders, crop failures (soil exhaustion) and peasant revolts.

-Classic Maya:

- The Old Empire IV-IX centuries
- The New Empire IX-XIV centuries
- Elaborate calendar, the codices of maguey and hieroglyphic writing, pyramids, temples, palaces, sculptures.

-Post-Classic period:

- A.D. 900 to 1521
- Economic integration of Mesoamerica
- New technologies (cotton quilted armor, bows and arrow, metallurgy)
- Increase militarism
- Human sacrifice becomes more and more essential part of religious practice
- Written records
- The Toltecs, the Zapotecs and Mixtecs and Post-Classic Maya.

- Toltecs: Part of the Chichimec (People of dog lineage) migration from the north. They established themselves in the Central Valley. Ce Acatl Topiltzin, first important leader. He revives the Quetzalcóatl cult. As Quetzalcóatl Topiltzin he becomes lord of the Toltecs. He found the city of Tula. They ruled for two centuries. Their power and prestige was to last for a longer period of time. They had two contradictory religious traditions: Tezcatlipoca (Smoking Mirror) and Quetzalcóatl. Myth of Quetzalcóatl sin and disgrace (drunkenness and incest). He leaves Tula and moves to the Maya region.

Reflection: It gives describe the characteristics of each culture and how they established in different time and place.

Objective: We commented on current events. We described and criticized “The Aztecs,” “The Meaning of Maize for the Maya” and “Omens Foretelling the Conquest.” Overview of the Pre-Columbian world.

Thursday, February 16

1. Title: Presentations

Purpose: It help us to remember about the ancient civilizations in Mesoamerica.

Structure:

Civilizations: Olmecs, Toltecs, Mayas, Aztecs.

Gods: Tlaloc, Quetzalcoatl.

Books: Popol Vuh, the eight omens.

Characteristics: feathers, stone arrows, theocracy, human sacrifice, religion, maize, jade.

Creations: ceramics, architecture, art/murals, agriculture, calendar system, ball game, pyramids, math/astronomy, hieroglyphics.

Reflection: We talked about the different civilizations of Mesoamerica, their gods, creations and characteristics.

Objective: Overview of the pre-Columbian world

Classic Period: Teotihuacan and Mayas.

Post-Classic Period: The Toltecs, the Zapotecs, Mixtecs and Mayas.

Comment on current events

Tuesday, February 21

1. Title: Exam

Purpose: It will demonstrated the knowledge acquired from the readings and class discussions.

Structure: The exam covered chapters one and two of the book the Mexico Reader.

Reflection: The exam will help the students to remember what have been learning in class.

Objectives: Quiz 1

Thursday, February 23

1. Title: “Conquest and Colony.”

Purpose: It resumes all the events that happened during the Spaniard’s conquest in Mexico.

Structure:

- Spaniards arrived on the shores of Mexico in 1519.
- The conquest became popular because of the magnificent civilizations destroyed.
- Spanish celebrated the heroism of the conquerors, while native chronicles of the same events described a long period of forced labor, disease, hunger, and cultural weakening.
- The colonial period of New Spain, indigenous groups that had allied with the Spaniards became slaves.
- Indians started to die because of the diseases and abuse they were exposed.
- The friars became defenders of indigenous people.
- The hierarchy live in luxuriating places while parish priest lived in poverty from the fees they collect performing the sacraments.
- Mestizos became the dominant racial group.
- Creoles led the independence movement because the system of power led them vulnerable as Indias, mestizos and blacks.

Reflection:

- Superior weapons, armor and used of horses.
- All-out warfare with disregard to traditional ceremonial formalities of Aztec warfare
- Mesoamerican allies
- Spread of smallpox
- Favorable psychological atmosphere

2. Title: “The Spaniards’ Entry into Tenochtitlán” by Bernal Díaz del Castillo y Hernán Cortés.

Purpose: This essay presents the initial impressions from Bernal Díaz del Castillo and Hernán Cortés on their arrival to Tenochtitlán

Structure:

- Hernán Cortés arrived to Mexican mainland in spring, 1519. He collected information about the Aztec capital, Mexico-Tenochtitlán and fomented alliances with the Aztecs enemies. He violated the orders of Cuban governor Diego Velázquez. The Tlaxcalans became allies of Cortés and continued to Tenochtitlán. Moctezuma tried his best to persuade the invaders to turn back but was impossible. In 1519, Cortés arrived to Tenochtitlán. Cortés and his lieutenant Bernal Díaz del Castillo recorded their impressions.

-The first sight to Tenochtitlán by Bernal Díaz del Castillo: He saw great buildings in the water. The great towns and pyramids were made of stone. When they arrived to Ixtapalapa, the lord of Culhuacán and Cuitlahuac meet them. The palace where they rest were magnificent. The gardens were fabulous and they were decorated with different stonework and paintings. The caciques brought gold to Cortés as a gift. Cortés met Moctezuma and they communicated each other with Doña Marina’s help.

-The meeting with Moctezuma by Cortés: Hernán Cortés interchange necklaces with Moctezuma. Moctezuma accommodate Spaniards in a nice house and let Cortés sat on his throne. In addition, Moctezuma gave Spaniards many gifts and told Cortés that he was the owner of their land.

-The market place by Bernal Díaz del Castillo: The market place had many people and merchandise. There were gold, silver, feathers, vegetables, grains, fruit, stones, fabrics, etc. On one of the pyramids was Quetzalcoatl were they performed sacrifices. The market was large, orderly and full of peoples something that impressed the conquistadores.

Reflection: This essay talks about how Moctezuma welcome Hernán Cortés and it gives a description of the market of Tenochtitlán.

3. Title: “Cortés y Montezuma” by J.H Eliott.

Purpose: This essay criticized Cortés of what he said about Moctezuma renouncing to his imperial heritage into the hands of Charles V.

Structure:

-J.H Elliott is a British historian and authority on the relationship between Spain and its New World colonies. He seeks to find the truth of Cortés own narrative.

-There is no evidence to support the legend that Montezuma believed that Cortés was Quetzalcoatl and that he was returning to become lead of the Aztec Empire.

-Cortés structured his narrative around the biblical theme of the returning of the Messiah and the return of the natural lord from native legends about Quetzalcóatl.

-A letter by Antonio de Mendoza, the first viceroy of New Spain, specifically stated that the Aztecs welcomed Cortés thinking he was orchilobos not Quetzalcóatl. Fernandez de Oviedo disbelieve the story of orchilobos coming from the northeast and of Cortés being mistaken for him.

-Cortés had ambition and plans to stablish New Spain.

-In 1523, three Franciscans missionaries arrived to Mexico. They were followed in May 1524 by twelve apostles headed by Fray Martin de Valencia. Cortés got support from Franciscans who saw Mexico as their opportunity to replicate the church of the apostles. A church uncorrupted by vices.

-Cortés also saw himself as a tool of God’s design to spread Christianity in the New World.

Reflection: This essay criticized the way Cortés narrated the story of the conquest to Charles V. In addition, on Cortés writings about the conversation with Moctezuma, he used words used by Jesus. Cortés wanted to paint a good impression to Charles V that may never occurred.

4. Title: “The Battles of Tenochtitlán and Tlatelolco” (Anonymous).

Purpose: This essay describes the resistance of the Aztecs during the siege of Tenochtitlán. It was written in Nahuatl in 1528 by anonymous authors from Tlatelolco.

Structure:

-Spaniards and their allies Tlaxcalans and Huexotzincos attach Tenochtitlán by land and water.

-The Tlatelolcans fight without little support from others. They remained resistant, hopeful but eventually everything was lost.

-There is a mutiny against the leaders for not fighting alongside the common warriors.

- The Indian population is frightened by the destructive power of cannons.
- Women shame warriors who do not defend the city.
- Tlatelolcans were brought before Cortés to show them the chiefs of surrounding city-states that are supporting Cortés.
- They want the people of Tenochtitlán to surrender to avoid the destruction of the city.
- Spaniards make advances.
- Aztecs exhibit the skulls of Spaniards.
- Women join the warriors in battle.

Reflection: This essay talks about how the Aztecs fought against the Spaniards and their allies to defend their land unless at the end they lost everything.

Objective: Talk about current events and describe the impact of the Spanish colonization of Mexico. Analyzed “Conquest and Colony”, “The Spaniards’ Entry into Tenochtitlán”, “Cortés and Montezuma” and “The Battles of Tenochtitlán and Tlatelolco.”

Tuesday, February 28

1. Title: “The Colonial Period”

Purpose: It talk about how the arrived of the Spaniards affected the stability of the Indian community in Mexico.

Structure: The intrusion of strangers change the political balance established by Mexico of the Central Valley. Expansions of trade brought new ideas and resources. The triple alliance was created of three cities of the Valley of Mexico: Tenochtitlán, Texcoco and Tacuba. This alliance created an imperial core of shared interest. Netzahualcoyotl, a philosopher chief, created a code but Spaniards came during that time. However, Hernan Cortés expedition began in 1519. The subsequent fall of Tenochtitlán was in 1521 making the end of the indigenous soberanity. Then, Spain recognized two republics, the republic of Spanish that governed Europeans in Mexico, and the republic of Indians that applied to indigenous people. Slavery was the first major issue that divided the monarchy and occasioned the declined of Mexicans. Children, women and men became slaves as consequence of war. Slavery conflicted with the papal trusteeship of the new world to introduce Christianity. A hierarchy of urban settlement placed cities at the apex of authority over towns. Cities have municipal councils and their authority applied until a border

touch another. Indigenous leaders that have a political role subdivide regions into cabeceras under an elected Indian official, the juez-governador, minored the role of the preconquest hereditary tlatonic. Each cabecera had a municipal council, principales and caciques. Indians officials interact with the Viceroy, audiencia, and lower levels of Spanish system. Cortés assumed the initial governorship in New Spain. Then, the crown worried that he declared himself monarch so they send Nuño Beltrán de Guzmán (He was known for the cruelty he used against Indias).

-Encomienda was the assigned-paying tribute of Indians to Spaniards who had the theoretical obligation to maintained armed men to be mobilized in case of an Indian rebellion. Tribute could pay by labor.

-Antonio de Mendoza became the first Viceroy of the new kingdom of New Spain (1535), which was joined with the other kingdoms of Spain only through the monarch.

-Religion: Cortés requested missionaries to begin the process of conversion to Christianity, a small group of Franciscan friars arrived in 152 call the twelve apostles. Indians have to adopt the religion of the domain power.

-Social Structure:

- Pandemics :Smallpox, measles, plague, yellow fever
- Labor force is drastically reduced
- Abandonment of encomienda and creation of repartimiento (wage labor)
- Beginning of haciendas
- Many Indians abandon their customs and become cultural mestizos

-In 1541, the Mixton war shook the foundations of New Spain. It was a war between Indians of the north and Spaniards that was a consequence of the violent activities of the Spaniards. In 1563 Martín Cortés arrived to Mexico the conqueror's son. The young marques offered a new option to disgruntled encomenderos.

-Social Hierarchy:

- Spaniards, Creoles, Mestizos , Mulattoes, Indians and Blacks
- Status based on race, attachment to European culture, religion, occupation, marriage
- Social mobility possible for Spanish settlers

-Economy: Land, livestock and agriculture. Carlos V instructed Cortés to give land to his men based on their status. The domestic market foodstuff production for Europeans living in cities:

wheat, mutton and familiar vegetables. The international market little or no agricultural products exported: Silver, Imported: Wine, olive oils, fine cloth, plows and farm equipment. Trade: Annual convoy, Jalapa as center of arrival and distribution of goods and contraband. Merchants: Consulado de Comercio de 1592. Church was the basic source of credit.

-Mining:

- Vast silver deposits
- Zacatecas, Guanajuato, San Luis Potosí, Pachuca
- What began as a small enterprise had transformed itself as a large capital intensive enterprise in the XVIII
- Mining fueled the domestic economy
- Lumber, tools, mules, horses, oxen fodder for animals, foodstuff
- Mining financed the Manila galleon and trade with Asia

-Women: Center of the family, subordinate role to males, marriage as an economic institution, extended family ties and convents as alternative to marriage.

-Education: The Franciscan Pedro de Gante taught Spanish and Latin to Indians. Franciscans established schools in Santa Cruz de Tlatelolco for Indigenous elite and the University of Mexico in 1553.

Reflection: Indians population declined because of the abuses their suffered by the Spaniards. They had to changed their beliefs and religion. They had to change their language and become slaves.

2. Title: “The Spiritual Conquest” by Fray Jerónimo de Mendieta.

Purpose: Franciscans deserve a fair share of the credit for securing Spanish domination of Mexico (New Spain).

Structure:

-On the devotion and reverence with which the governor, Fernando Cortés, received the twelve friars.

-The Friar come to Mexico to teach the language and religion to Indians.

-On how the Religious, with the help of their disciples, destroyed the temples of the idols of the Indians to avoid human sacrifices.

-On the great benefit that followed upon the destruction of the principal temples and idols, in both the spiritual and temporal realms.

-On the two things for which the conquistadores and other Spaniards are greatly indebted to the religious of the Order of San Francisco.

-The father Toribio Motolina fought to protect Indians' rights and end slavery.

Reflection: It talks about how Spaniards Friars tried to convert beliefs into Christianity. They destroyed Indians temples and idols because Indians continued doing human sacrifices.

3. Title: "Why the Indians are Dying" by Alonso de Zorita.

Purpose: In Mexico, the Indian population declined 85 % in the century after the military conquest. Diseases and hard labor were the causes Indians die.

Structure:

-Alonso de Zorita was a lawyer. He came to America 1548 to work on the Audiencia Española. He argued against the exploitation of Indians and their extension. In 1556, he was made a judge of the Audience of New Spain. He wrote a "Summary Relation of the Lords of New Spain."

-In the old days, Indians performed their work and they were well treated. Indians do not have to leave their homes and families and they ate the food they were accustomed.

-Indians started to die because the Spaniards forced them to work more in a different weather, they did not eat in their time, sleeping time was disrupted, and they were hit if they stop working. Indians were treated bestially and unreasonable. They died in the mines of cold, hunger, and by carrying heavy things.

-Farms increase due to the hard work of Indians. Sometimes Indians tried to escape but they found them. Spaniards paid Indians 2 ½ or 3 reales per week.

Reflection: Zorita criticized the Spaniards of treating badly to Indians and become rich based on the Indians' work.

Objectives: Discussed current events and review about previous readings. Analyzed and talked about "the Colonial Period", "Cortés and Montezuma", "The Battles of Tenochtitlán and Tlatelolco", "The Spiritual Conquest" and "Why the Indians Are Dying."

March 2017

Thursday, March 02

1. Title: “The Colonial Latifundio” by Enrique Florescano.

Purpose: The concentration of land in few hands and the inefficient and exploitative use of it had dire consequences for the majority of Mexicans. The latifundio and hacienda would be a fundamental issue in Mexican life and politics.

Structure:

-Latifundism was the concentration of one person or family of enormous extensions of land of which they cultivate a small portion.

-The control of land by the Spaniards was the greatest act of violence against indigenous people of Mexico.

-In the indigenous mentality, the land belong to the community. The individual have the right to usufruct.

-See primary source Foundation of Santo Tomás Ajusco in 1531(D.F).

-The concept of land encompasses access to water woods and pasture areas.

-The expansion of latifundios, mines, haciendas, cities and villages represented a threat to the subsistence of Indians by taking away the land.

-Spaniards controlled the markets and sources of credit and technology.

-Haciendas would threaten the existence of indigenous people.

-Haciendas and livestock damaged the lands of Indians. The land was the foundation that maintained the community. When Spaniards started integrating haciendas, Indians villages were disintegrated and their traditions, customs and social cohesion were lose.

-The effect of agricultural crises (1785-1776): Loss of maize crops, economic effects, hacendados do not want to sell their gains, poor people were affected, unemployment, immigration. Poor people, church and merchants declared war to the hacendados.

Reflection: The essay talks about the incorporation of haciendas in Mexico destroyed Indians traditions and social cohesion. The agricultural crises prejudiced to the poor people in Mexico because they did not have food to eat.

2. Title: “A Baroque Archbishop-Viceroy” by Irving Leonard.

Purpose: The author uses the figure of Fray García Guerra to draw a portrait of “that strange spirit of the Baroque which subtly dominated the entire seventeenth century and longer after.”

Structure:

-Irving Leonard, professor of Spanish-American literature and history at the University of Michigan. He brings to life many of the cultural trends, sights, and sounds that characterized New Spain in the Baroque Age.

-The Spanish church had gone from the gentle optimism of the catholic humanist to the rigid doctrines of the counter-reformation and the ornate spectacle of the Baroque Age.

-Archbishop Fray Garcia Guerra embodies the spirit of his age. He gain distinction in physiology, metaphysics and theology. He had skills as an orator and as an expounder of the doctrines. He was consecrate on April 5, 1608.

-Cathedrals with Baroque profusion of sculptural details with complex symbols and ornament figures.

Reflection: It talks about how the Baroque style was introduced in Mexico. Also, the characteristic of the Baroque style of churches in Mexico.

Objectives: Discuss current events and talk about “The Colonial Latifundio” and “A Baroque Archbishop-Viceroy” readings.

Tuesday, March 07

1. Title: “On Men’s Hypocrisy” by Sor Juana.

Purpose: Women occupied a subordinated position in the colonial time in Mexico. One women that spoke up for women was Sor Juana Ines de la Cruz.

Structure:

-Sor Juana Ines de la Cruz was an ironic and distinguish poet. She was born in 1648 in Puebla. She has precocious talents that got the attention of the viceroy and his wife. Sor Juana entered to the convents in 1669. She read and write prodigiously. In 1690, the bishop of Puebla censured her for neglecting religious in favor of profane subjects, and behaved inappropriate to her sex and vocation. She died in 1695 victim of a plague.

-Reply to Sor Philothea was the most popular single piece of writing.

- On the Men's Hypocrisy poem, Sor Juan talks about how men always accused women without any reason.

Reflection: The poem talks the way women do not have rights and how they were recriminated by their acts.

2. Title: "The Itching Parrot, the Priest, and the Subdelegate" by José Joaquín Fernández de Lizardi.

Purpose: It criticized the corruption of the church and the subdelegates during the colonial period.

Structure:

-Pedro Sarmiento is a popular fictional character during the late colonial Mexico. His name was corrupted by his classmates to "Périco Sarmiento" This character have many characteristic of the Mexican pelado. He is lazy and work for respectable positions.

-Fernández de Lizardi was born into a creole family. He wrote for a publish political newspaper. His writings came to comprise fiction, poetry, and numerous essays that criticized the Spanish colonial system. He decried corruption and incompetence of government, the church, and the professions; he denounced slavery and racial oppression.

- In this chapter, Fernández de Lizardi criticized the subdelegates and priest of stealing money to the poor people. The subdelegate forced native people to buy on credit and make them to work for him without payment. The priest collect money for everything and if you do not have money to pay for a buried for a family member, he did not do it.

Reflection: Fernández de Lizardi criticized the corruption and discrimination between the church and the subdelegates in Mexico. He also talked about the abuse of power and the bad treat poor indigenous people received from the church and subdelegates.

Objectives:

- Discussed current events.
- Discussed political, social, economic and cultural characteristics of the Colonial Period.
- Discussed "The Itching Parrot, the Priest, and the Subdelegate" and "On Men's Hypocrisy."

Thursday, March 09

1. Title: “Siege of Guanajuato” by Lucas Alamán.

Purpose: Vivid and gruesome description of the siege of the wealthy mining city of Guanajuato.

Structure:

-Lucas Alamán (1793-1853). Distinguished historian. He was the voice of Conservatism. He was a wealthy and influential member of the Guanajuato elite and witness to the siege of Guanajuato.

- Miguel Hidalgo y Costilla: Born 1753 son of a majordomo. He ordained in 1778, and he became an unorthodox priest. He question celibacy and read prohibited books. He rejected the virgin birth and fornication was not a sin. He also was a gambler. He called in arms against Spaniards on September 16, 1810 in Dolores Hidalgo.

Reflection: The essay talks about Hidalgo’s contribution in the independence movement and their efforts of overthrow the Spanish government. In addition, it talks about his early years. It describes Guanajuato and its surroundings.

2. Title: “Sentiments of the Nation” by José María Morelos.

Purpose: It present a summary of the political and social ideas of the independence movement.

Structure:

José María Morelos: Mestizo from Michoacán who emerged as the military leader of the revolutionary army after the dead of Hidalgo.

- 23 articles
- It talks about fair taxation, end of slavery and catholic religion.
- Every 12th of December has to be celebrated in every village to honor holy Marry of Guadalupe and pay a monthly devotion.
- The 16th of September should be celebrated as the anniversary of the day of independence and liberty begins.

Reflection: It talks about Morelos’ political and social ideas. He also wanted to modify the government imposed by Spaniards.

3. Title: “Plan of Iguala” by Agustín de Iturbide.

Purpose: It declares independence of Mexico from Spain.

Structure:

Agustín de Iturbide: He was born in Valladolid of conservative Spanish parents. He fought against insurgents. Iturbide persuaded Vicente Guerrero to join forces and to proclaim independence.

- 23 articles
- Three guarantees
- Mexico to become constitutional monarchy
- Roman Catholic religion would be given monopoly over the spiritual life of the country
- Criollos and peninsulares would be treated equally

Reflection: it talks about inequality, no one can violated the three guarantees, Catholicism is the only religion and properties shall be protected and respected.

4. Title: Presentations

Purpose: We discussed about we have been learning about the conquest and the independence movement in Mexico.

Structure:

- In 1519, the first contact of Spaniards in Mexico. Shortly after that, the natives started dying.

-The great landholding: haciendas.

-Agricultural production: Sustenance and export.

Crops- corn/maize, beans, tomatoes, coffee, vanilla, squash, and cocoa.

Livestock-cattle, sheep, and pigs.

-Growth of the church: Baroque style architecture, higher positions within church were filled by Spaniards, corruption by the church and the state.

-Abuse of the native community: Forced labor, repartimiento system and encomienda, fines and taxes imposed by the subdelegates.

-The plan for revolution: Miguel Hidalgo y Costilla and José María Morelos.

Reflection: We discussed about how the Spaniards became owners of the native Indians land. In addition, the way they treat to the native Indians cause the dead of more than 80 percent of deads. The church wanted to impose its religion in New Spain that led to the destruction of some of the ceremonial temples of the Indian people. However, Miguel Hidalgo leaded the independence movement. He wanted equality for everybody and stop the Spanish dominion in Mexico.

Objectives: We discussed current events and talked about previous readings the Siege of Guanajuato, the Sentiments of the Nation and the Plan de Iguala. We did group discussion about the conquest and the independence movement.

Tuesday, March 14

1. Title: “Society and Stress in the Late Colonial Period and the Wars of Independence”

Purpose: It talks about the independence movement and the crisis that Mexico had after it.

Structure:

- One of the wealthiest Mexicans of the late colonial period. His wealth came from mining, land, pulque and Monte de Piedad. He was a benefactor of the Church and a philanthropist.
- Famine and disease that hit Mexico in 1785 and 1786, it killed thousands of people.
- Hacendados of the North: Marqués de Aguayo and his family controlled over 14.5 million acres. Sánchez Navarro family the controlled a latifundio the size of Portugal.
- Viceroy from 1789 to 1794 greatly improved the city of Mexico by paving and lighting streets and beautification of the city.
- New aristocracy: wealthier, cosmopolitan and french-fried.
- Impact of the American, French and Haitian Revolutions. Glaring disparity between the few very rich and the masses of poor people. Lower classes were periodically affected by epidemics, famines, inflation, stagnated wages.
- Tension over land tenure in the countryside. Indian population is growing and with it the demand for land. Mining and textile industries ha insufficient wages. Lower classes suffered racial discrimination, unemployment and oppression.
- Tension between criollos and gachupines
- New sense of identity emerges: Father Clavijero and accent, diet, taste, literature were different in Mexico.
- Criollos wanted to keep social and economic status quo. They only wanted to take the place of the gachupines. They did not want a revolution from below.
- Church and State: The expulsion of the Jesuits by the crown rankled the criollos. The crown tried to diminished and control the power of the church. Act of Consolidation 1804. The crown

required the church to call in all the loans it had made using charitable funds. Criollos were embittered. Crown curtailed popular celebration.

-Conspiracy in New Spain: There were Indian revolts in the XVII and XVIII centuries but did not threaten Spanish rule. The abdication of King Charles IV and the imposition by Napoleon of Joseph as the ruler of Spain gave impetus to the independence movement. Cabildos assumed leadership as caretaker governments. A group of Spaniards deposes Viceroy José de Iturrigaray. Uncertainty reigned in the colony.

- Grito de Dolores: Ignacio Allende, Miguel Domínguez, Doña Josefa Ortiz de Domínguez and Miguel Hidalgo conspired to bring down the colonial government. On September 16, 1810, Hidalgo rang the church bells summoning his parishioners to rebellion. He chose the Virgin of Guadalupe as their banner. It stopped short of taking Mexico City.

- Hidalgo retreats to Guadalajara on March 1811. Manuel Salcedo of Texas captures Hidalgo July 31, 1811 is executed.

-José María Morelos was a mestizo parish priest. He assumes the leadership of the independence movement. Congress of Chilpancingo: declared independence from Spain, sovereignty resides with the people, universal male suffrage and abolition of slavery. Spanish army regains the upper hand. Morelos is captured and executed in 1815. Guadalupe Victoria and Vicente Guerrero assume the leadership.

-Agustin de Iturbide was born in Valladolid of conservative Spanish parents. He fought against insurgents and persuaded Vicente Guerrero to join forces and to proclaim independence. He proclaimed the Plan de Iguala.

-Effects of war for independence: political violence, economic ruin and supremacy of the military over civilians, the elites kept their privileges and the masses achieved very little.

Reflection: It describe the independence movement and the people who was part of it. In addition, it talk of how poor people was discriminated and their lands were taken away from them by the hacendados.

Objectives:

We discussed current events, and “Society, and Stress in the Late Colonial Period and The Wars of Independence.

Thursday, March 16

1. Title: Exam

Purpose: It will demonstrated the knowledge acquired from the readings and class discussions.

Structure: The exam covered chapters three and four of the book the Mexico Reader.

Reflection: The exam will help the students to remember what have been learning in class.

Objective: Quiz 2

Tuesday, March 28

1. Title: “Prelude to the War”

Purpose: The expansionist view of the United States society and the struggle of Mexico to control the territory.

Structure:

-The United States was inspired by the Manifest Destiny. They looked forward to expand their territory and develop technology.

-Mexico was a territory that was struggled to keep control over the lands inherited by the Spaniards. It was lack of resources to settle its territory and had problems with political divisions.

Reflection: Mexico did not have the resources for a war and United States had the ambition of expand their land.

2. Title: “Manifest Destiny”

Purpose: the idea of having more land and become modernized.

Structure:

-The think that god gave to the United States the power to have economic and political power over other countries.

-The idea of expansionist

- American exceptionalism" is a term used to describe the belief that the United States is an extraordinary nation with a special role to play in human history; a nation that is not only unique but also superior.

Reflection: The manifest destiny had as a purpose to expand the United States and gave freedom and good live to its people. However, it increased slavery.

3. Title: "Trade Routes"

Purpose: The Mexico and the United States trade.

Structure:

- Mexico exchange silver for cotton and textile.
- Texas was the main state that export products to Mexico.
- The United States became the exporter of products for Mexico.

Reflection: It talks about how the United States became the exporter of Mexico and the main routes for it.

4. Title: "Divisions in Mexico"

Purpose: Mexico's social, economic and political division.

Structure:

- The different groups that have different ways of view.
- The rich people did not participate in the US-Mexico war.
- The church did not want to help to provide money to the Mexican army.
- Mexico did not have the money to win the war.
- The bad decisions of the leaders of the Mexican army because they want to be the heroes.

Reflection: The bad organization of the Mexican government, army and people.

5. Title: "Geography"

Purpose: Mexico had diversity in weather and land.

Structure: Mexico was characterized because of its different types of land and weather. The weather was a crucial fact during the US-Mexico war because many people die for the different changings of weather and many of the confrontations were in different areas of Mexico.

California one of the states lost in the war was rich in mineral such as the gold, silver and copper.

Reflection: It talks about the abundance of the lands and weather in Mexico.

6. Title: "US-Mexican War"

Purpose: It talks about the U.S invasion in Mexico, and how United States took advantaged of Mexico's lack of experience and guns.

Structure:

- The US war started in 1848 in the Rio Bravo until they got to Mexico City.
- Mexico almost half of his territory Utah, Nevada, Arizona, New Mexico and California.
- The US army attacked in different point of Mexico.
- United States had in mind to become the land of the future and a modern country. However, Mexico lived with the Spanish and pre-Columbian ideas and do not have the same ideas as United States.
- 27 years after the independence movement, Mexico was living political crises that made Mexico vulnerable.
- Mexico did not have enough population in the states of the north, so they opened the doors for everybody following some rules. The Texas population grew but most of them were white people. Then, a rebellion started in Texas to become an independent republic. The United States took the opportunity and added Texas as its country.
- Mexico had a debt with the United States of two million dollars. The United States wanted some of the states of the north as a payment of the debt. Mexico did not accept and the United States entered in Mexican territory.

Reflection: The United States is a country that always has been having a vision of expansion and development. However, Mexico is a country that want to preserve his culture and do not have the vision of expansion and grow in technology. Those two different ways of thinking was the bases for the US invasion because they want to have in power more land and they did not care if the Mexican government was agree or not.

Objectives:

- Discuss current events
- Critically analyze “US-Mexican War”
- Describe and define “Manifest Destiny”

Thursday, March 30

1. Title: “Antonio de Santa Anna”

Purpose: The president of Mexico during the US-Mexico war.

Structure:

- He was charismatic, ambitious and vanity.

- He was rich men had his ambitions to be a public figure make him to make many mistakes.
- He headed the Mexican army.
- His bad decision make to lost half of the Mexican territory.

Reflection: Santa Anna was a president that just think in to be popular and become a hero for Mexicans.

2. Title: “James Polk”

Purpose: The president of the United States during the US-Mexico war.

Structure:

- He was the 11th president of the States.
- He was president during the US-Mexico war.
- He started the war against Mexico.
- He had expansionist vision.

Reflection: He was an ambitious president with ideas to expand the United States.

3. Title: “US-Mexican War 2”

Purpose: The United States won the war and Mexico lost the half of his territory.

Structure:

- Santa Anna came back from his exile from Cuba and became the president of Mexico one more time.
- There were different confrontations in Mexico like the one in Churubusco and the Castillo de Chapultepec. Mexico lost all the confrontations with the United States because of the bad decisions of Santa Anna and the desired of became popular.
- Los Niños Heroes defended el Castillo de Chapultepec and one of them took the Mexican flag and jumped from the top of the Castillo his name was Juan Escutia.
- Santa Anna resigned and exiled to Jamaica. Then, Manuel de la Peña y Peña became president of México.
- Mexico and the United States signed el Tratado de Guadalupe Hidalgo where the United States took possession of California, Nuevo Mexico, Utah, Nevada, Arizona, part or Colorado and Wisconsin plus and gave 15 million dollars to Mexico for it.

-Mexican and Native Americans that lived in California stayed there but did not consider part of the United States because of the color skin and the majority lost their lands.

-In 1853, Santa Anna became president again but it is exiled again.

Reflection: Mexican lost the war because of the divisions they had, the lack of guns and the avarice of Santa Anna. In addition, the United States was a selfish country that the only thing that matters was to have power.

Objectives:

-Discuss current events

-Discuss the roles played by James K. Polk and Antonio López de Santa Anna.

-Discussed US-Mexican War 2.

April 2017

Tuesday, April 04

1. Title: “Women and War in Mexico” by Frances Calderón de la Barca

Purpose: Describes different aspects of life in central Mexico after independence seen from the perspective of an upper-class foreigner. Describes Valentín Gómez Farias’s failed rebellion of 1840. It captures aspects of Mexican politics. Provides a witness account of life in Mexico at the beginning of the XIX century.

Structure:

-Frances (Fanny) Calderón de la Barca

-Scottish-born wife of the first Spanish Minister to Mexico, Ángel Calderón de la Barca

-Life in Mexico (1843)

-Portrait of postindependence Mexico.

-July 5, 1840 Description of upper class señoritas. Mexican women are amiable and European women are more cultivated. Mexican women stay at home and they do not know how to write perfectly.

-July 15, 1840 Detailed description of the Pronunciamiento or Revolution in Mexico.

-Contenders Valentín Gómez Farias (in favor of liberty of opinion) vs. General Valencia

-Description of the fighting and its consequences. Women did not have opinion about the war and if they participated, they were killed.

Reflection: It describe the way Mexican señoritas were in 1840. In addition, it mentioned about Gómez Farias rebellion against the government.

2. Title: “The Glorious Revolution of 1844” Guillermo Pietro.

Purpose: He criticized the government of Santa Anna and celebrated the 1844 rebellion against Santa Anna.

Structure:

-Guillermo Prieto (1818-1897) liberal poet, educator, historian and politician.

-Part 1 sets the stage:

-It describes Santa Anna’s corrupt and decadent “court” (drinking, fighting, and gambling).

-It focuses on celebrations of Easter week in a known casino of Mexico City.

Part 2 celebration of the uprising:

-It was a popular rebellion.

-It had just causes.

-It bring hope to Mexico.

-Santa Anna’s statute was destroyed and people played with his leg.

Reflection: It criticized Santa Anna the way he governed Mexico and the corruption that exist in the courts. Also, talks about the rebellion that tried to abolish Santa Anna’s attitudes towards the poor people.

3. Title: Decimas Dedicated to Santa Anna’s Leg

Purpose: This is a sarcastic poem mocking the burial of Santa Anna’s leg.

Structure:

-Santa Anna ordered funeral ceremonies for his leg I 1842

-Series of exaggerated, sarcastic arguments in favor of honoring the leg of the caudillo.

-Fame and power are fleeting.

-Everything and everyone will die and disappear.

Reflection: The poem talks about Santa Anna’s leg and how was important to make a burial for it. In addition, it criticize the people that is against honoring the leg.

4. Title: “War and Finance, Mexican Style” by Juan Bautista Morales.

Purpose: It present a critique of Mexico's financial and political challenges in mid XIX century.

Structure:

- Juan Bautista Morales published his book El Gallo Pitagórico in the newspaper El Siglo XIX. It was a satirical dialogue about Mexican woes (corruption, mismanagement, violence).

-Two sides: government and rebels.

-Demonization of opponents.

-Buying of troops with borrowed money.

-Granting of prizes (military ranks).

-The role of the agiotista.

-The role of foreign bankers.

Reflection: It talks about how Mexico's trade decline and defaults on the British loans in 1826, but Mexico's government took to contracting loan after loan from Mexican moneylenders (agiotistas). The Agiotistas charged exorbitant rates for the use of their capital. The country's indebtedness became a key feature in the nineteenth-century.

Objectives:

-We discussed current events.

- Edit your first draft.

- We analyzed "Women and War in Mexico" Frances Calderón de la Barca, "The Glorious Revolution of 1844" Guillermo Pietro, Décimas Dedicated to Santa Anna's Leg

"War and Finance, Mexican Style" Juan Bautista Morales.

Thursday, April 06

1. Title: "La Reforma"

Purpose: It talks about of the confrontations of the Liberal against the Conservatives to govern Mexico.

Structure:

-This chapter describes the antecedents and developments of Mexican history during the middle of the 19th c.

-La Reforma is presented as the triumph of the provincial middle class under the banner of Liberalism and laissez-faire capitalism.

-Reforma (Goals):

- Creation of a nation state
- Drafting of a modern Constitution
- Safeguarding property rights
- Creating representative assemblies
- Inclusion of the common people in politics

-La Reforma (Models): England, United States and France.

-La Reforma (Ideology): Capitalism, Social Darwinism, Romanticism, Conservatism, Federalism, Liberalism, Centralism.

-Capitalism: panacea to economic, political and social problems. A symbol of modernity, progress, liberty and wealth. Capitalism (Adam Smith) The role of the state in the economy should be limited to preventing powerful firms from establishing oligopolies or monopolies that would pose a threat to free markets. The purpose of the state is to protect and defend market competition.

- Social Darwinism is the theory that individual human beings, social groups, and entire ethnic groups are subject in their societies to the same laws of natural selection that govern the survival and evolution of plants and animals in nature. Just as natural selection eliminates weak, sick, impaired, and maladapted individuals of plant and animal species, so it weeds out weak people and races.

Social Darwinism is most closely associated with Herbert Spencer, a biologist, sociologist, and philosopher born in England on 27 April 1820, at the height of British industrialism.

-Romanticism was aesthetic and intellectual movement in the first half of the 19th c. It placed its emphasis on individual consciousness and the role of feelings response to rationalism and classicism.

-Intellectual gathering places: Academia de San Juan de Letrán and Academia de San Carlos.

-Key Figures: Guillermo Prieto (romanticism, costumbrismo) Mexicanizar la palabra (develop a language to express the Mexican reality), Melchor Ocampo, Miguel Lerdo de Tejada and Benito Juárez.

- Contributions: Literature and the arts, historiography and journalism.

-Journals and Newspapers: El Tiempo, El Mosaico Mexicano, Años Nuevos, Calendario de las Señoritas Mexicanas, Miscelánea Pintoresca, Siglo XIX.

-Historians: Lucas Alamán, Lorenzo Zavala Otero, Guillermo Prieto and Ignacio Ramírez.

-Mexican Society: Patriarchal, hierarchical, unequal and divided.

-Population: The XIX century wars left thousands of people death, crippled, and extremely poor. For the great majority of the population life remained as precarious as it had been for more than a century.

-Indian Pueblos: Mexico was a predominantly rural country. Indians represented around one third of the population. They lived in scattered conservative, traditional pueblos all around the country. They lived largely outside the money economy.

- Rural towns: Inhabited mainly by Indians and Mestizos, Centers of commerce and Patria Chica.

-Provincial Cities: Larger centers of culture, commerce and power in Puebla and Guadalajara.

-Mexico City: The political, social, economic and cultural center of the country. Populated by the poor and the rich aristocracy. A world-class city.

Mid-Century Mexico: Mexico one Frenchman argued, was divided into two camps, one referring to itself as “Clerical” and the other as “Liberal,” both lamenting the disrespectable state of affairs. Yet while “five million Indians” labor from dawn to dusk, the “Clericals wanted to safeguard their ill-gotten gains” and the Liberals “to enrich themselves and win access to high public office.

-Historical moments: Ayutla Revolution, Henry A. Crabb attempt to colonize Sonora, Ley Juárez, Ley Lerdo and the Guerra de Reforma.

-Ayutla march 1854: Initiated the Mexican reform Rebellion against Santa Anna. Juan Álvarez leaded it. Supporters: Ignacio Comonfort, Melchor Ocampo and Benito Juárez. The reason was the Gadsen Purchase 1853.

-Ley Juárez (1855): Mexican law abolishing military and ecclesiastical fueros (privileges).

President Juan Álvarez promulgated the law, while Juárez was his minister of justice.

The law contained seventy-seven main articles that had the effect of abolishing all special tribunals except the military and ecclesiastical courts.

-Ley Lerdo: biggest transfer of property in Mexico in the 19th. c. Merchants, hacendados and provincial middle class are the winners while Indians in ejidos are the losers.

-Guerra de Reforma (1856-1860): Civil war between liberals and conservatives .It brought Mexico to the brink of disintegration. It made Juarez the symbol of the Mexican nation. The role of the Church and the Army. Economic policy, Implementation, and opposition to the Laws of Reform.

-Veracruz Decrees (1859): Separation of Church and State, monastic orders were banned, cemeteries were secularized, registration of births and marriages became a civil responsibility, religious holidays reduced, processions forbidden and nationalization of Church Property including investment capital.

Reflection: It talks about the different laws impose by the Liberal party in Mexico and the constants confrontations between liberals and conservators.

Objective:

- We discussed current events and” La Reforma” period in Mexico.

Tuesday, April 11

1. Title: “ The Crown of Mexico”

Purpose: This chapter describes the period between 1860 and 1865. The debt crisis, the political crisis (Liberals/Conservatives), French invasion, the Second Empire, the defeat and expulsion of the French and restoration of the republic.

Structure:

-Crisis: Mexico stops payment on its international debt. France, England and Spain get together and decide to take control of the customs house in Veracruz to collect the payments of the debt. The country is deeply divided by Conservatives (monarchist) and Liberals (republicans) so they are constant infighting.

-France intentions: France wants to establish a permanent presence in Mexico. It sees Mexico as the producer and exporter of raw materials and an importer of French manufactured goods. Conservatives support French ambitions. The Church hierarchy also support it.

-French invasion: Comte de Lorencz leads the invasion. Battle of Puebla lead by Ignacio de Zaragoza know as Cinco de Mayo. The French finally take Puebla after a one year siege Forey enters Mexico City.

-The Second Empire: Ferdinand Maximilian and his wife Carlota. Successful first year but later France abandons Maximilian. Juárez counter attacks and defeats the French so Maximilian is executed in Queretaro.

- Liberals planted the seeds of nationhood in theory, of a bourgeois Republic...By defeating their rivals once and for all, the Liberals were free to make capitalism doctrines the law of the Republic.

Reflection: It talks about how French invaded Mexico. They tried to impose a new monarchy but it did not work. Finally, the liberal party destroyed it and Benito Juarez became the president of Mexico.

Objectives:

-Discussed current events

- We discussed “the Crown of Mexico” reading.

Thursday, April 13

1. Title: Exam

Purpose: It will demonstrated the knowledge acquired from the readings and class discussions.

Structure: The exam covered the US- Mexico war, La Reforma and the French invasion in Mexico.

Reflection: The exam will help the students to remember what have been learning in class.

Objective: Quiz 3

Tuesday, April 18

1. Title: “The Porfiriato”

Purpose: The time Porfirio Díaz incorporated technology in Mexico.

Structure:

-The second half of the XIX century was an exciting and interesting time for Mexico and the Western world.

- When Díaz assumed control of Mexico the country was indebted and hardly touched by the scientific, technological and industrial revolutions. From 1810 to 1876, Mexico changed

governments 75 times. The treasury was empty, the country lacked capital. Mining, agriculture were in shambles. Banditry, rural violence, and sickness was rampant. There was hardly any infrastructure.

- Díaz established law and order by force, began a restructuring of the economy and revitalized commerce.

- Technology arrives in Mexico (electricity, telephone, telegraph, railroads). Díaz takes measures to improve the health of a segment of the population.

- Porfirio Adopts positivism as a political philosophy. He was surrounded by the científicos.

- Changes under Díaz: The railroad boom, the revival of mining and oil fields and other industrial enterprises.

- Díaz was born in Oaxaca. He studied first as priesthood but later he changed for law. Then, he decided to join the National Guard in 1856. He fought under the liberal banner during the war of the reform. He participated in the battle of Puebla. He made a revolt in the Noria against Benito Juárez and other in Tuxtepec against Lerdo de Tejada.

- Díaz reduced his salary of himself and government employees in order to continue modernizing Mexico.

- Manuel Gonzales took the presidency after Díaz stayed for four years. In addition, some people wanted to remove the no-reelection law.

Reflection: the reading talks about how Porfirio Díaz made many changes in Mexico in order to modernize it. However, not everything was good; he treated very badly indigenous people and forced them to work for long hours and they received a not good salary.

2. Title: “Porfirio Díaz Visits Yucatán” by Channing Arnold and Frederick J. Tabor Frost.

Purpose: It talks about the changes in the Mexico’s government and the slavery system used by Porfirio Diaz to modernize the country.

Structure:

- In 1876, General Porfirio Díaz, a hero in the war against the French, overthrew the government of Juárez successor, Sebastian Lerdo de Tejada.

- Díaz rally cry was “Effective suffrage, no reelection,” he would be Mexico’s dictator until 1911, presiding over an increasingly harsh and corrupt system.

-Economy and labor grew up. Oaxaca, Chiapas and Yucatan gained great notoriety as regions where the most barbaric forms of slavery were practiced.

-Travelers described the situation as debt servitude, extreme exploitation, corporal and capital punishment.

- Arnold and Frost, British travel writers, they allowed that slavery may sometimes be a justifiable means of domesticating an inferior race. They factor corrective action by the United States.

-The social condition of Yucatan was represented as infamous conspiracy to exploit and prostitute a whole race.

Reflection: This reading talks about the situation of people in Oaxaca, Yucatan and Chiapas. In addition, it talks about the corruption system used by Porfirio Díaz.

3. Title: “Scenes from a Lumber Camp” by B. Traven.

Purpose: Mistreat against Indian workers in Chiapas and the severe punishment they received.

Structure:

-The mahogany camps of the southeastern state of Chiapas were among the most notorious abusive industries in Porfirian Mexico. Abuse of Indian workers reached deadly extremes.

-B. Traven was an enigmatic German socialist writer travel to the region of the lumber camps during the 1920’s. His informants were the lumber workers.

Reflection: This essay was about how workers of Chiapas were obligated to work and received a minimum payment. If those workers refused to do the work, they were brutally punished and sometimes killed.

4. Title: “President Díaz, Hero of the Americas” by James Creelman.

Purpose: Interview of Creelman to Porfirio Díaz.

Structure:

-Between 1876 and 1910. Peace and order prevailed. Some 19,000 miles of railways were built, and 45,000 miles of telegraph wires were installed.

-Peace and order were established only at the cost of harsh violence and violations of human rights; most of the railways and many other key factors of the economy were foreign owed; and the bulk of the population remained illiterate and impoverished.

-Foreigners and wealthy Mexican admired the dictator.

-James Creelman was a journalist. He published in Pearson's Magazine one of the most effusive apologies in the now-famous 1908 article. It was considerable of historical importance.

-Porfirio's government helped the country became modernized and better.

-Díaz said that he has a govern a democratic nation and Indians are treat the way the want to be treat because they are accustomed from the Spaniards. In addition, he mention about his being retired soon.

Reflection: It talks about how Porfirio Díaz modernized the country but also took the advantage to exploit Indian people.

Chronology:

- 1810-1821 Wars of Independence
- 1822-1823 Agustín I
- 1824-1829 Guadalupe Victoria and Vicente Guerrero
- 1833-1835, 1839, 1841-42, 1843-44, 1847, 1853-55 Santa Anna
- 1829 Spain tries to recapture Mexico
- 1836 Texas declares independence from Mexico & Santa Anna is defeated at San Jacinto
- 1838-1839 The Pastry War
- 1846-1848 US-Mexican War
- 1857 Constitution (Liberals in power)
- 1858-1861 War of Reform
- 1861 France, Great Britain and Spain intervene in Mexico
- 1864-1867 Second Empire Maximilian
- 1867-1876 Restored Republic
- 1876-1911 Porfiriato

Objectives: We discussed current events and reviewed the chronology. In addition, we described the characteristics of the Porfiriato (The Porfiriato Order and Progress reading). We discussed "Porfirio Díaz Visits Yucatán" by Channing Arnold and Frederick J. Tabor Frost, "Scenes from a Lumber Camp" by B. Traven and "President Díaz, Hero of the Americas" by James Creelman.

Thursday, April 20

1. Title: “The Cost of Modernization.”

Purpose: The way Díaz modernized the country and how peons were treated by hacendados.

Structure:

-Porfiriato: dominance of a single, strong figure, political order and stability, centralized authority. A period during which Mexico achieved considerable (but badly distributed) economic growth, and an era of serious social ills, ranging from child labor to peasant indebtedness and exploitation.

- Cientificos: Supporters of the dictatorship of Porfirio Díaz advocated for strong government marked by technocratic management issues of order, peace, and economic growth. They were concerned less with rights and liberties of the populations.

-Support base in Military, hacendados, American government and capitalist interest.

-Hacienda System: Large rural properties. Self-sufficient enterprises that controlled the political, social and economic life of large areas in Mexico. The acquisition of large tracks of land to create haciendas were made many times at the expense of Indians and peasants.

- US stakes in Mexico: Oil, land, railroads, investment, Taft Administration and mine supported American interests. Mexico feared US power in the country.

- Dictatorship by force: The hacendados against the peons.

-Díaz kept the presidency for long time because of manipulation of elections, censorship of the press, repression of opponents, divide and conquer, stick and carrots politics, tight control of the army and scapegoating/racism.

-Rural peasantry paid for modernization.

-Hacendados: Foreign land grabs, land tenure insecurity, Terrazas-Creel clan, extreme wealth, sugar families, inter Indian struggles.

-The peons: Tienda de raya, corporal punishment, intolerable working conditions, absent landlords, the power of the mayordomo.

Reflection: It talks about the methods used by Díaz to modernize the country. It also mentioned how peons were paid 30 cents and how they got in debt with the Tienda de Raya. The peons were brutally punish and forced to work for the hacendados to produce goods.

Objectives: We discussed current events. In addition, we described the characteristics of the Porfiriato and “The Costs of Modernization.”

Tuesday, April 25

1. Title: “Society and Culture during the Porfiriato.”

Purpose: The modernization and changes in the country.

Structure:

-Population: absence of war and its social dislocations and with modest gains recorded in health and sanitation, the population grew from 8,743,000 in 1874 to 15,160,000 in 1910. Mexico City and states population grew even more rapidly increasing 88.5%.

-Railroad development, mining activities and port improvements caused a number of tiny villages to burgeon into towns and cities.

-Urban improvement: cities and towns rapidly grew. In Oaxaca, officials and elite develop tourism, sports, and leisure activities. They used urban planning and architecture to beautify and socially order the city.

-By 1910, state capitals had electricity, tramway, potable water, hospitals, hotels and the transportation system was excellent. In addition, the criminal law and order was changed and the new criminal codes were associated with lower-class behaviors. Díaz prohibited bullfighting in some states.

-Gender and class: Women started to enter in professions. The first women graduated, as doctor was 1887. Porfirian authorities were concerned about women working.

-During 1878-1910, Mexico had high levels of crime and alcoholism. Working conditions were not good, laborers had seven day and workday was of 11 to 12 hours. Pensions and compensations were unknown.

-Lower class diet was base of corn, beans, pulque and chile that made them to become debilitate and get disease. In addition, they did not go to the doctor and their life expectancy were of 30 years. They had a high infant mortality.

-Children of high classes were taught to make class distinctions.

-Culturally and intellectual life: Literature expression such as the realism seem poor not as the oppressed but rather lazy. José López Portillo y Rosas was one of the best realist in the 19th century. However, the modernist stand by the 19th century culture. Ruben Darío became the

founder of the modernist. The government less supported the Art Academic of San Carlos. Two student in the academic were Diego Rivera y José Clemente Orozco, young intellectuals that contributed to the outbreak of revolutionary activity in Mexico in 1910.

Reflection: It is about the different changes in culture, society and architecture of Mexico lived during the Porfiriato.

2. **Title:** “The Storm that Swept Mexico.”

Purpose: It talks about the Mexican Revolution and the different presidents that took power.

Structure:

-Plan de Ayala: Emiliano Zapata against madero

-Agrarian reform

-Desena trágica

-Francisco I. Madero assassination by Victoriano Huerta.

-Huerta took the presidency but later is removed by Venustiano Carranza.

-Carranza send to kill Emiliano Zapata that later is killed by Alvaro Obregon.

-Obregon is killed before the presidency elections and Plutarco Elias Calles became president and formed the Partido Revolucionario Institucional (PRI). During his government, the corruption and violence continued in Mexico.

-Lazaro Cardenas entered to the presidency in 1934 to 1940. He distributed land, nationalized and expropriated foreign owned industries.

Reflection: It gave us a big picture of the Mexican Revolution and the participation of Villa and Zapata of fight for a democracy country and the injustices of the government that just think of their own interests. Also, mentioned the changes Mexico was exposed during 1910 to 1940.

3. **Title:** “Land and Liberty” by Ricardo Flores Magón.

Purpose: Criticized Diaz’s government

Structure:

-Ricardo Flores Magón was born in 1874, in a village of Oaxaca. He studied law but later he became a journalist. In 1900, he and his brother Enrique founded the journal Regeneration, which criticized the Díaz dictatorship. Later, he was in prison and in 1903, he was forced into exiled to the United States. In 1905, Flores Magón helped to found the Mexican Liberal Party in

St. Louis, Missouri. He criticized Porfirio Díaz in different journals such as *Regeneración*, *El Hijo del Ahuizote*, and *Revolución*. In 1918, he was sent to Leavenworth prison in Kansas, where he died in 1922. His work found its great resonance in the agrarian movement of Emiliano Zapata, which adopted the slogan “Land and Liberty” as its own. The essay appeared in *Regeneración* on November 19, 1910 one day before the Mexican Revolution officially broke out.

-Criticized Díaz and accused him of traitor, cheating, stealing, and hiding their crimes using the official positions and law.

Reflection: Ricardo Flores Magón was against Díaz government and he wrote different essays that were part of the Mexican Revolution.

Objectives: We discussed current events. We talked about the Portfolio (40%). We reviewed “The Cost of Modernization”, “Society and Culture during the Porfiriato”, “The Storm that Swept Mexico” and “Land and Liberty” by Ricardo Flores Magón.

Thursday, April 27

1. **Title:** “The Liberal Indictment and the Overthrow of Díaz”

Purpose: Díaz signed his resignation, which was the end of the Porfiriato.

Structure:

-The federal constitution of 1857 was violated by Díaz government.

-Porfirio became to be Don Perpetuo and those against his brutality use against indios call him Porfiriopoxtli.

-Liberal movement: Wistano Luis Orozco was against the social issues in Mexico. He wrote a book criticizing Díaz lands and laws. Camilo Arriaga rejected the positivism doctrine. Flores Magón brothers: Jesús, Enrique and Ricardo. In August of 1900, the brothers began the publication of *Regeneración*. Later, they became arrested. Their arrested serve to invigorate the liberal movement as freedom of the press. Then, the brothers continued with the attacks against Díaz in the columns of the *Hijo de Ahuizote*. They crossed the United States to attack Díaz regimen for exile. They need money for regenerated *Regeneración*, and they found a good benefactor Francisco I Madero.

- Francisco I. Madero was the son of a wealthy Coahuila hacendado.
- The brothers Flores Magón became arrested in San Antonio charging them of violating the U.S laws.
- The junta in St. Louis published its Liberal plan: Freedom of speech, freedom of the press, suppression of the jefes politicos, the complete secularization of education, and the nationalization of all church property. They also wanted the abolition of death penalty, tienda de raya, educational reform in favor of the poor, and prison reform, which caused a discontent in Díaz dictators.
- On June 1, 1906, the Mexican workers at Colonel William Greene's Cannanea Consolidated Copper Company went out on strike. Mexican were paid less than their U.S counterparts for performing the same jobs were. Mexican workers were shot and workers march to Cananea. Colonel Greece informed about the danger. Soldiers from Rangers from the U.S entered to Mexico to protect a mining magnate interest, where people from both sides die. Different strikes took place in Mexico but many people died.
- Díaz interview with James Creelman. He announced of retiring, so in 1920, presidential election will come and Francisco I. Madero dedicated himself to the anti-re-electionist cause. Madero was nominated for the presidency but he became arrested by Díaz.
- Plan de San Luis Potosi written by Francisco I. Madero. Madero called in arm in November 20 so many people responded to participated. Those forces were peons, miners, lawyers, etc. Rebel forces saw this movement as a fight against the hacendados and others saw it as a way of recapture Mexico from foreign capitalism.
- Pascual Orozco became part of the anti-re-electionits party and became to fight against Díaz government. Villa and Orozco wanted the control of the north and they won.
- Díaz signed his resignation in May 25, 1911.
- Emiliano Zapata was not a peon. His family passed him little land. He represented the villagers of Anenecuilco. He scored a couple of victories over the federal forces of Díaz. He became Madero's enemy.

Reflection: The brothers Flores Magón criticized the Porfirio Díaz government by publishing on newspaper. There were strikes by Mexican worker because they were paid less than their United States coworkers were. Finally, Díaz is exiled and Madero occupied the presidency.

2. Title: “Plan de Ayala Emiliano Zapata” by Emiliano Zapata and others.

Purpose: It presents the political goals of the Zapatista movement

Structure:

-Rather conservative document

-Asks for coexistence of villages and haciendas

- + No reelection
- + End to corruption
- + End to repression
- + Naming Pascual Orozco Chief
- + Return of land to the villages
- + Revive ejidos
- + Respect the Reforma laws

Reflection: This essay is about the plan of Ayala articles, which were fifteen. It is about the lands that were took forcedly from the agrarians during the Porfiriato. Also, the end of corruption and repression against workers.

3. Title: “The Restoration of the Ejido” by Luis Cabrera.

Purpose: Restore the ejidos to give opportunities to the workers.

Structure:

-Luis Cabrera was the most important ideologue of the Mexican revolution. He had a distinguished career as lawyer, schoolteacher, professor and journalism. He wanted the restoration of ejidos to bring peace to Mexico.

-The solution was not just give the land to the pariahs who had none, but the restoration of the land to the people.

- Ejidos ensured tranquility to the families gathered around the village church. Also, assure the people of their subsistent.

-Propios guaranteed the power of the village governments.

Reflection: This essay talks about how the land has been taken away from their owners and the solution is to restore the ejidos so people can have the opportunity to use the land. In addition, the author asks for better conditions for the low classes and better pay.

4. Title: “Zapatistas in the Palace” by Martín Luis Guzmán.

Purpose: It is about the Zapatist leaders and their political ideas.

Structure:

-Martín Luis Guzmán was the son of the federal army from the northern state of Chihuahua. He became one of Mexico’s greater literary figures. He was an emissary from Carranza to Pancho Villa.

-The government of Francisco I. Madero was overthrown in February 1913, and together with Pino Suárez were killed.

- General Victoriano Huerta’s regime was authoritarian and he did not have a lot of support.

-Connectionist: Populist forces of Zapata and Villa. The president of the connectionist was Eulalio Gutiérrez.

-Constitutionalist: Led by Venustiano Carranza.

Reflection: Provides a portrait of the Zapatista leaders and their ambivalence towards political power. It also describes the cultural divisions between the peasant revolutionaries and the middle-class intellectuals.

Objectives: We discussed current events. Also we talk about the “The Liberal Indictment and the Overthrow of Díaz”, “Plan de Ayala” by Emiliano Zapata, “Restoration of the Ejido” by Luis Cabrera and “Zapatistas in the Palace” by Martín Luis Guzmán

May 2017

Tuesday, May 02

1. Title: “Juan de Chamula” by Ricardo Poza.

Purpose: It presents an ethnological re-creation of the life of Juan Pérez Jolote, a Chamula Indian.

Structure:

-Ricardo Pozas was a distinguished Mexican Anthropologist. He conducted fieldwork with the Chamulas of Chiapas in the 1940s and 1950s.

- Jose worked at La Flor for 3 months. During the time by jealousy happened. Jose went to jail for 11 months learned how to make hats and speak Spanish. He described his life as a soldier and the men that were killed in a battle near Zacatecas. He was sent to the hospital because he cannot eat and drink anything. After he left the hospital, he when to work as mason's helper and later as a butcher's helper. He met a woman and went to Oaxaca together. Then, he returned to be a soldier and met a pulque seller. He became a villista and then carrancista again. Later, he moved to Veracruz and went back home.

Reflection: It illustrates the factionalized nature of the allegiances of foot soldiers during the revolution.

2. Title: "The Constitution of 1917: Article 27 and 123"

Purpose: The changes in the Constitution during the Carranza's government.

Structure:

-Art. 27:

- + -State had a right to intervene in private property for the good of society (public utility)
- + -Paved the way for agrarian reform
- + -Expropriation of foreign-owned oil companies
- + -Expropriation of Church assets

-Art.123:

- + -Progressive labor code
- + -Eight hour work day
- + -Child labor
- + -Rest days
- + -Minimum wage
- + -Equal pay for equal work
- + -Social security

Reflection: This essay was about the changes on the Constitution about property. It says that the state was the ultimate owner of all Mexico's land, water, and minerals. Private property is something that the state could concede to individuals only as long as their activities did not

violate the general well-being of Mexico's citizens. The state also have the right to intervene in private property if is use as public utility.

3. **Title:** "Madero and the Failure of Democracy"

Purpose: The government of Madero and their wrong decisions.

Structure:

-Madero's first priority was to restore order and he was more focused in politics than social problems. He realizes that revolution had profoundly different meaning to different group of Mexicans. He appointed the Nacional Agrarian Commission under the chairmanship of Rafael Hernandez to study the land question but it did not help at all to the farmers. Also, in education he did not do much about it. Many people became against Madero.

-Emiliano Zapata was the first to pronounce against the new regimen. In 1911, the Zapatistas promulgated the Plan de Ayala. Pascual Orozco became the titular head of the rebellion. In 1912, Zapata has disrupted the railroad and the telegraph service and taken over a number of towns. At the same time General Bernardo Reyes; launched a second movement in the north. A third revolt broke out against Madero in Chihuahua.

- The plan Orozquista dated on March 25, 1912. It was the most comprehensive call for reform yet voiced from Mexican soil. The liberal call of 1906, called for ten-hour workday, restriction on child labor, improvement working conditions, higher wages and suppression of the tienda de raya.

-The Decena Trágica in Mexico City: ten days of artillery fire exchanged between rebels and government troops.

-Victoriano Huerta send General Aureliano Blanquet to arrest Madero and all his cabinet. Madero and Pino Suarez were killed by orders of Huerta.

Reflection: The reading talked about the bad government of Madero because he just focused in political issues instead of social issues. The Zapatistas became in disagreement with Madero which make they became rivals. Later, many people became angry with Madero's government and then the Decena trágica took place. Huerta betrayed Madero, so he was assassinated with Pino Suarez.

4. **Title:** “Huerta and the Failure of Dictatorship”

Purpose:

Structure:

-Victoriano Huerta was born of a Huichol Indian mother and a mestizo father in a small Jalisco village. He attended a poor local school and he learned how write and read. He was taken as an aide by General Donato Guerra. Huerta was accepted in the National Military Academy and received his commission in 1867 as a second lieutenant.

-Huerta had the same ideas as Porfirio Díaz and during the Porfiriato he fought against people who was not agree with the rules established by the government. Huerta was not agree with Madero’s government and betrayed him.

- Venustiano Carranza was against Huertas’ government and tried to overthrow Huerta’s government.

-Huerta started to assassinate people as a method to control the country. Economic problems started to take place in the country because Huerta was fighting in the north and south and nobody was working the lands and mines.

-The United States did not recognize Huertas’ regimen. The president Woodrow Wilson came to the U.S presidency almost at the same time as Huerta.

- Huerta manage the construction of 131 new rural schools with seats, restored 78 ejidos to the Yanquis and Mayo of Sonora, increased taxes to haciendas.

-In 1914, Huerta was losing on both the military and the economic fronts. In 1914, Huerta made his decision to resign.

Reflection: The reading took about the early life of Victoriano Huerta. It also mentioned that he was follower of Díaz and tried to do the same when he was in the power. Huertas’ way of governing just make the country in crisis and many people died. The United States did not recognized Huertas’ government and participated in overthrown him from the power.

5. **Title:** “The Illusory Quest for a Better Way”

Purpose: The Carranza’s government and modifications in the Constitution of 1857.

Structure:

-Carranza y Obregon wanted to be presidents of México.

-Paulino Martínez leader of the Zapatistas recognized Villa and Zapata. The revolution had been fought for land and liberty.

-Zapata was reserved, cautious and fair carrying out his promises, however Villa embodies fearless, honor, violence and vengeance in pursuit his objectives. Zapata pursued the agrarian reform and Villa represented a broader spectrum of social groups and interest.

-Battle of Celaya in 1915 between Villa and Obregon. Many Villista were killed, injured and prisoners.

-United States gave its support to Carranza to become president, which make Villa angry and attacked the U.S mining engineers and technicians.

-Carranza with other delegates make some changes to the constitution of 1857. For example: Marriage was declared a civil ceremony, religious organizations would enjoy no special legal status, and priest were considerate ordinary citizens, etc. All of this weak the power of church because it opposes to the social revolution. They also change the article 3 that now stipulated that education should be secular. In addition, the articles 27 and 123 were modified which became the Constitution of 1917.

- Carranza became president of Mexico on March 1917. The economy in Mexico was bad because of the chaos and different work sectors suffered enormous losses. Industrial production fell, food prices went up, inflation, transportation were affected as well. Workers protested in Veracruz in 1915 because their salaries were worthless but Carranza used his army to stop the strike.

-In 1918, Luis Morones founded the first nationwide union, the Confederación Regional Obrera Mexicana (CROM).

-Carranza killed Zapata but later on, he was killed too by Obregon.

-The constitution of 1917 in the areas of education, labor and land reform during Carranzas's government reduced the budget for education, tried to crush labor union organization and shunned land reform.

Reflection: The reading talks about the government of Carranza and how it was supported by the United States. In addition, he ordered the assassination of Zapata. Carranza and his supporters modified the Constitution of 1857 that prejudiced the areas of education, lands reforms and took away power from the church.

Objectives:

We discussed current events. We also talked about “Juan de Chamula” by Ricardo Poza, “The Constitution of 1917: Article 27 and 123”, “Madero and the Failure of Democracy” (iLearn), “Huerta and the Failure of Dictatorship” (iLearn) and “The Illusory Quest for a Better Way” (iLearn).

Thursday, May 04**1. Title:** “An Agrarian Encounter” by Rosalie Evans

Purpose: A letter that had the purpose to meet the cacique of Puebla.

Structure:

-The “Sonoran Dynasty” was viewed as the end of the violent phase of the revolution and the beginning of reconstruction.

-Rosalie Evans: American-born owner of the San Pedro Coxtocán Hacienda, a two-thousand-acre ranch

-She waged a six-year fight against Mexico’s agrarian reform.

-This is an excerpt from a letter she send her sister where she recalls her first meeting with Manuel Montes, cacique from the state of Puebla.

Reflection: This essay talks about the agrarian caciques that were located in many parts of the republic. These local politicians pledged their fortunes to the agrarian issue. One of the caciques was Manuel P. Montes and Rosalie Evans. They fought for an agrarian reform.

2. Title: “The Socialist ABC’s” (Anonymous)

Purpose: The experiment that some Mexican states did during the revolution period in order to create a new man.

Structure:

-Laboratory of the Revolution

-Tomás Garrido Canabal: governor of the state of Tabasco

-Aim: create the “New Man” and the “Man of the future”

Policies:

✚ persecution of Catholic clergy

✚ alcohol prohibition

- ✚ creation of paramilitary groups
- ✚ “socialist” education
- ✚ cooperativism (self-help, self-responsibility, equality, equity, democracy, and solidarity)
- ✚ mobilization of the masses

Excerpts:

- ✚ School primer
- ✚ critique of individualism
- ✚ critique of class division/class struggle
- ✚ education (indoctrination as a key)
- ✚ description of ideal society and citizen
- ✚ critique of alcoholism and its social impact
- ✚ critique of religious faith

Reflection: This essay talks about how people needs to be educated and alcohol is bad for people. In addition, people had the right to be free and help each other is a solution.

3. **Title:** “Mexico Must Become a Nation of Laws and Institutions” by Plutarco Elias Calles

Purpose: Speech calling on the revolutionary family to seize the moment and to create a nation of institutions and laws

Structure:

-Alvaro Obregón was killed in 1928, after being elected to his second presidential term. His death raised a political crisis.

-Plutarco Elias formed the Institutional Revolutionary Party (PRI) in 1946. The PRI would control the presidency and most important political offices.

- ✚ New phase of the revolution
- ✚ End to caudillismo
- ✚ Support for a loyal opposition
- ✚ Warning of the dangers of infighting within the revolution
- ✚ Call to the army to respect laws and institutions

Reflection: The essay talks about how Plutarco Díaz Calles wanted a country ruled by laws that have to be respected. Calles also mentioned the circumstances that motivated the caudillos to fight for the injustice of the country. The national army have to give honor and fidelity to the

legitimate institutions and do their duty in order to win the gratitude of the republic and the respect of the outside world.

4. Title: “The Formation of a Single Party State” by Carlos Fuentes

Purpose: Carlos Fuentes describe the Plutarco Elias government and corruption.

Structure:

-The political transformation by Plutarco Elias Calles and his revolutionary leaders in found in Carlos Fuentes novel, The Death of Artemio. It was published in 1962, and it described Artemio as an idealistic revolutionary that turned corrupt industrial magnate. Cruz become a symbol of the generation of leaders who abandoned idealism in favor of wealth and power, leading México toward more bankruptcy.

Reflection: The reading talks about the corruption during Calles government and how people of low-income families struggle. It also mentioned the injustices against the Mexican community.

5. Title: “The Agrarian Reform in La Laguna” by Fernando Benítez

Purpose: It describes the complexity of the agrarian reform project and the ambivalence of the beneficiaries of it.

Structure:

-The agrarian reform carried out by President Lázaro Cárdenas during the late 1930s.

-The two showcases of the reform were the cotton-growing region of La Laguna in the state of Durango and Coahuila, and the henequen zone in Yucatán.

-Fernando Benítez was a Mexican writer who wrote several books on the dilemmas of the post-revolutionary countryside and the Cardenista reform.

-The Lagunilla was a desert. It was an area that crops cannot grow.

-In 1930, the Agricultural Commission of the Laguna Region implemented an agrarian reform saying that in the Lagunilla will produce more than half of the nation’s cotton and 7% of wheat.

-Peons were not pay a good salary and lands that they tried to cultivate were not good. They had different strikes supported by rural teachers. Those strikes made Cardenas to give them fertile land but they salary was not enough to pay the debts with the banks so the campesinos became slaves of them.

-Hospital attention was not provided.

-Child labor.

-Not enough teachers in schools.

Reflection: It talks about the difficulties that campesinos experience with the Agrarian reform of Cardenas. The campesinos were lack of community services such as hospitals, education for children, and received the minimum salary for their work.

Objectives: We discussed the current event in Mexico. We talked about “An Agrarian Encounter” by Rosalie Evans, “The Socialist ABC’s”, “Mexico Must Become a Nation of Laws and Institutions” by Plutarco Elias Calles, “The Formation of a Single Party State” by Carlos Fuentes and “The Agrarian Reform in La Laguna” by Fernando Benítez.

Tuesday, May 09

1. Title: “The Oil Expropriation” by Joseph Daniels

Purpose: It presents a case for the acceptance on the part of the US government to accept the nationalization of oil by the Cárdenas. It was act of nationalism, not of communism.

Structure:

-In 1937, a labor dispute erupted between Mexican oil workers and the foreign-owned oil companies.

-In 1938, Cardenas announced that his government was nationalizing the foreign companies’ properties.

-Cardenas launched a movement where the church, students, women and workers participated to raise money for the cause.

- PEMEX became the only oil company that exploit and administrate the oil field.

-Josephus Daniels an American Ambassador to Mexico under FDR. He had a deep concern for the Mexican people. He argued for U.S. government restraint against Secretary of State Cordell Hull and the representatives for the oil interests, who demanded drastic retaliatory action.

Reflection: It talks about how the Mexican society unity helped to remove of the country foreign oil companies. In addition, women made big contributions by raising money to pay the debts of the country. Also, President Cardenas support to the oil workers help to nationalize the oil.

2. Title: “They Gave Us the Land” by Juan Rulfo

Purpose: It criticizes the government of giving unfertile land to the poor people.

Structure:

-Juan Rulfo is considered one of the Latin American's literary giants. He was born in Apulco, Jalisco during the waning of the Mexican revolution. During 1920 in 1930's, his home region was impacted by violence related to agrarian and religion issues. His father and several uncles were murdered in 1925, and his mother died two years later. "They gave us the land" was published in 1948; it was a critique of the postrevolutionary agrarian reform where the government officials congratulate themselves on fulfilling the promises of the revolution by giving the worst land to the poor people.

Reflection: It talks about how the government kept the fertile land for them and gave the unfertile land to the poor people. Also, the land gave to the poor people was far from their homes and dry. The government abuse of power also took away from the people guns and horses needed for them.

3. Title: "The Student Movement of 1968" by Elena Poniatowska

Purpose: It talks about the students movement of 1968 in Mexico City.

Structure:

-It was a movement formed by university students against the government. Many students died because the government wanted to stop the movement so they starts killing the students.

- Elena Poniatowska whose bother was killed during the protest. She was born in Paris, and she studied in Mexico the career of journalism. She founded the Jornada and wrote La Noche de Tlatelolco. This book is a recompilation of witnesses, memories, etc. from people that participated in the movement.

-A poor Mexico with an authoritarianism government. Foreign and domestic bosses exploited poor people.

-The students protested for corruption, misery and imposition.

-The students destroyed the image of Mexico: Full of promises.

-In October 2, 1968 students were killed by granaderos anti student movement because the XIX Olympiad was to begin in Mexico in October 18, 1968.

Reflection: It talks about how the government send armed police officers to kill the students who were peacefully protesting against the government's injustices. Mexico was full of

promises, corruption, violation and poverty that were the principal motives of the students to speak up.

4. Title: “After the Earthquake” by Victims’ Coordinating Council

Purpose: The damaged of the earthquake and lack of support from the government for the victims.

Structure:

- ✚ September 19, 1985
- ✚ More than 8 thousand people died
- ✚ Coordinadora Única de Damnificados (Victims’ Coordinating Council).
- ✚ Recollections of CUD activist
- ✚ CUD was able to mobilize people and obtain tangible results
- ✚ The beginning of civil society
- ✚ “A space for broad-based mobilization to secure a variety of improvements in people’s lives and greater responsiveness from government.”
- ✚ Cuauhtémoc Cardenas became the first non-priista mayor in Mexico City.

Reflection: The reading talks about the earthquake in Mexico that killed many people and left a lot of injure and homeless. Also, the CUD accused the government of the disaster because they did not prevent people. This event developed a new social activism that have a power influence on the presidential elections of 1988 and 1997 where Cardenas became mayor of Mexico.

5. Title: “I Don’t Believe Then at All” by Maldita Vecindad y los Hijos del Quinto Patio.

Purpose: It talks about how media helps to hide the reality of Mexico.

Structure:

- Violence
- Unemployment
- Security
- Deaths

Reflection: It talks about how the government controls media to hide the situation of Mexico. The TV and radio are most of the time connected to the government and do not show or report the true of events happening in the country in order to favor the government.

6. Title: “Identity Hour” by Carlos Monsiváis

Purpose: It presents “an affectionate and humorous tribute” to Mexico City as a unique, attractive place populated by very resourceful people

Structure:

- + Carlos Monsiváis: advocates for Mexico’s living society.
- + Social and cultural critic
- + Mexico City. What is the attraction
- + Superabundance of people
- + There is nowhere like Mexico
- + “...twenty million people cannot leave Mexico City or the Valley of Mexico, because there is nowhere else they want to go; there is nowhere else, really, that they can go.”

Reflection: The reading talk about how Mexico is a country where many people are moving and they do not want to leave the country because of his rich culture and people.

Objectives: We discussed current events. We talked about “The Oil Expropriation” by Joseph Daniels, “They Gave Us the Land” by Juan Rulfo, “The Student Movement of 1968” by Elena Poniatowska, “After the Earthquake” by Victims’ Coordinating Council, “I Don’t Believe Then at All” by Maldita Vecindad y los Hijos del Quinto Patio and “Identity Hour” by Carlos Monsiváis.

Thursday, May 11

1. Title: “EZLN Demands at the Dialogue Table” by Zapatista Army of National Liberation.

Purpose: The ELZN is against the government and the injustices in Chiapas against Indian people.

Structure:

- On January 1, 1994, the very date when the North America Free Trade Agreement (NAFTA) was supposed to enter into effect, Mexico was shocked by and uprising in Chiapas led by a group calling itself the Zapatistas Army of Nacional Liberation.
- Sudcomandante Marcos smoked a pipe by through his ski mask as he bombarded the national and international press with opaque letters full of parables and poetry.

-His objective was to win the hearts and minds of Mexicans.

-The EZLN demanded that there is discrimination, misery, violence, lack of land, exploitation, lack of services, lack of freedom and democracy.

Reflection: The EZLN were against the bad government. They were against the injustices from the government to the Indian people in Chiapas. Also, the discrimination suffer in regions populated for Indians.

2. Title: “The Mexican Connection” by Rodolfo Acuña

Purpose:

Structure:

-Rodolfo Acuña is one of the most famous figures in the field of Chicano Studies. He founded the Chicano Studies at CSUN and The academic fathers of Chicano Studies.

-to explain how the population growth in Mexico and the aggressive expansion by US corporations combined in the 1960s produce a highly dependent, exploitative, and potentially explosive situation on the border—one that diminished the prospects of Mexican migrants and Chicanos alike.

-Pochoization: Mexican American parents refused to teach to their children Spanish.

-Stereotypes against Mexicans: weak, lazy, dirty.

-Mexico’s population grow.

-Bracero program which have administrated migration to the United States for special interest.

Reflection: The reading talks about the U.S economic penetration in Mexico. Also, the immigration of Mexican people grow the economy of the United States.

3. Title: “How Mexico’s President Laid the Foundation for a Wall”

Purpose: the article talks about the connections between the Mexican and United States government.

Structure: The article talks about the reasons why Trump won the 2016 elections. The relationship between the presidents of Mexico and the United States have been very close. Peña Nieto said that he is not going support the wall but he has been doing the contrary. Trump expressed that Peña is his friend and he is sure of building a wall. Peña has been privatizing oil, modified education, suppress freedom of speech and increase violence.

Reflection: The US government and the Mexican are working together to build the wall between Mexico and United States. They also have been deported a people to their countries and reduce money to education.

4. Title: “Fact Check The Trump Administration’s Argument for a Border Wall”

Purpose: The wall is not a solution to stop terrorist and drugs trafficking.

Structure:

- Undocumented immigrants may not be the only threat coming across the border with Mexico, pointing to the possibility of terrorists using the same smuggling routes to infiltrate the United States.
- There are few instances of would-be terrorists using the southern border to enter the United States. Homegrown American jihadist have crossed the southern border to get out of the United States and catch a plane from Mexico, in an effort to avoid being detected on no-fly lists.
- A wall is not a solution to stop drug consumption in the U.S.

Reflection: The article talks about the desired of Trump to build a wall with the excuse that it would protect the United States from terrorism and drug traffickers. However, the really is other to build a wall is not going to stop those problem and terrorism are the less willing to enter by the Mexican-U.S border.

5. Title: “U.S. Appetite for Mexico’s Drugs Fuels Illegal Immigration”

Purpose: The consumption of drugs by the United States led immigration.

Structure:

- Traffic heading into Mexico from San Isidro. Mexican officials have long complained about the flow of guns and money entering the country from the north.
- On building a border wall, Trump has pledged to hire 15,000 additional border and deportation agents to round up and deport undocumented immigrants entering or already in the United States.
- Border secure is too limited. People deported to Mexico or Southern States are tend to stay in the border and more willing to become part of carteles.

Reflection: The consumption of drugs by the United States and the trafficking of guns to Mexico has increase the development of cartels and the tracking of drugs between the Mexico-U.S borders. In addition, some border officers became involved in those illegal acts.

Objectives: We discussed current events. We talked about “EZLN Demands at the Dialogue Table” by Zapatista Army of National Liberation, “The Mexican Connection” by Rodolfo Acuña, “How Mexico’s President Laid the Foundation for a Wall”, “U.S. Appetite for Mexico’s Drugs Fuels Illegal Immigration” and “Fact Check the Trump Administration’s Argument for a Border Wall.”

4. *Eventos Actuales en México*

Martes, 24 de enero de 2017

Título: “No hubo represalia de Estados Unidos para el aguacate mexicano: Sagarpa.”

Propósito: Desmentir que Estados Unidos tenga alguna represalia en contra de México.

Estructura: El secretario de Agricultura, José Calzada Rovirosa, aseguró que no hay ninguna represalia comercial por parte de los Estados Unidos por no permitir el ingreso de 100 toneladas de aguacate procedente de Jalisco. Calzada afirmo que se trataba de una cuestión administrativa y que para el Super Bowl se iban a vender 200 millones de dólares en aguacates. También, Calzada señalo que el 82% del aguacate que se vende en los Estados Unidos es de procedencia mexicana.

Reflexión: Este artículo aclara por qué Estados Unidos no dejo ingresar al país las 100 toneladas de aguacate mexicano. Además, se demostró que fue una cuestión administrativa y no represalia comercial.

<http://eleconomista.com.mx/industrias/2017/01/24/no-hubo-represalia-eu-aguacate-mexicano-sagarpa>

Jueves, 26 de enero de 2017

Título: “Encarcelan a Rodrigo Medina en el penal de Topo Chico.”

Propósito: El ex gobernador de Nuevo León, Rodrigo Medina, es acusado de cometer delitos contra el patrimonio estatal.

Estructura: Rodrigo Medina, ex gobernador de Nuevo León, fue internado en el penal de Topo Chico. Medina ha sido acusado de cometer delitos contra el patrimonio estatal de aproximadamente 3, 128 millones de pesos. Defensas del acusado están demandando la suspensión del amparo que disponía el licenciado Medina ante el Juzgado del Distrito.

Reflexión: El artículo habla sobre la acusación en contra Rodrigo Medina por haber cometido actos ilícitos contra del patrimonio del estado de Nuevo León. También, se explica el porqué de su detención y la negación que hubo de parte del juez penal para otorgarle un amparo.

<http://eleconomista.com.mx/sociedad/2017/01/26/encarcelan-rodrico-medina-penal-topo-chico>

Martes, 31 de enero de 2017

Título: “En materia de seguridad, México no trabaja para EU.”

Propósito: Da a conocer que el gobierno de México protege los intereses de los mexicanos.

Estructura: El titular de gobernación César Camacho Quiroz, señaló que no tienen ningún acuerdo con otras naciones para resolverles sus problemas políticos. Además, México está preparando para el recibimiento de mexicanos deportados. Por otro lado, México podría recurrir a las disposiciones del Tratado de Libre Comercio de América del Norte y a las Organización

Mundial de Comercio para evitar el impuesto que Donald Trump quiere imponer para financiar el muro fronterizo.

Reflexión: El artículo habla de cómo el gobierno mexicano está dispuesto a proteger a los mexicanos deportados y evitar el impuesto que Donald Trump quiere imponer a los mexicanos para la construcción del muro en la frontera México-Estados Unidos.

<http://www.jornada.unam.mx/2017/01/31/politica/004n1pol>

Jueves, 2 de febrero de 2017

Título: “Absolutamente Falso” dice Presidencia.

Propósito: Informar a la audiencia sobre las supuestas amenazas de Donald Trump a México de enviar tropas estadounidenses.

Estructura: El vocero de la Presidencia, Eduardo Sánchez desmintió que en la llamada telefónica al presidente Enrique Peña Nieto por parte del Presidente Donald Trump, se le haya amenazado con enviar tropas a México. También, subrayó que en ningún momento Peña Nieto fue humillado o maltratado por el Presidente de Estados Unidos. Así mismo la Casa Blanca también desmintió que Donald Trump haya amenazado a Peña Nieto sino al contrario le propuso ayudarle a combatir el crimen en México.

Reflexión: Este artículo demuestra la relación del Presidente de los Estados Unidos con el Presidente de México. También deja muy en claro que los dos Presidentes están dialogando acerca los problemas sociales que hay en ambos países en este caso el crimen organizado.

<http://www.jornada.unam.mx/2017/02/02/politica/003n2pol>

Martes, 7 de febrero de 2017

Título: “Apoyará UNAM a estudiantes y académicos repatriados de EU.”

Propósito: La Universidad Nacional Autónoma de México (UNAM) apoyará a los jóvenes mexicanos que se vean afectados para continuar su formación académica en los Estados Unidos.

Estructura: El rector de la UNAM, Enrique Graue Wiechers, anunció una estrategia de apoyo a estudiantes y académicos mexicanos que se vean afectados por las políticas discriminatorias del gobierno de Donald Trump para que estos estudiantes puedan continuar sus estudios en México. También, le rector envió carta a las 39 universidades estadounidenses con las que tiene convenios para que en caso de que algunos estudiantes tengan problemas con sus estudios estos se contacten con la UNAM para poder ayudarlos en la continuación de sus estudios.

Reflexión: El artículo expone el interés de sistema educativo mexicano de que los estudiantes propensos a una deportación no se queden sin estudios y puedan continuar en México.

<http://www.jornada.unam.mx/ultimas/2017/02/07/apoyara-unam-a-estudiantes-y-academicos-repatriados-de-eu>

Jueves, 9 de febrero de 2017

Título: “Tráfico de armas y lavado de dinero, temas que abordaran Osorio y Kelly.”

Propósito: En una reunión entre el secretario de gobernación Miguel Angel Osorio Chong y el responsable de Seguridad Interior de Estados Unidos se trataron temas de tráfico de armas, lavado de dinero y las deportaciones de mexicanos hacia México.

Estructura: Osorio Chong afirmó que se tendrá mucho cuidado de que ningún asunto analizado por su contraparte lesione la soberanía y dignidad de país. También, se habló de la forma en que van a prevenir el uso de armas ilícitas las cuales fortalecen a algunas organizaciones delictivas.

En el tema de inmigración, Osorio Chong comentó que de los días que Donald Trump lleva en la presidencia no ha variado el número de mexicanos repatriados.

Reflexión: El artículo habla sobre el acuerdo entre los funcionarios de México y Estados Unidos para combatir el uso de armas y lavado de dinero en ambos países.

<http://www.jornada.unam.mx/ultimas/2017/02/09/trafico-de-armas-y-lavado-de-dinero-temas-que-abordaran-osorio-y-kelly>

Martes, 14 de febrero de 2017

Título: “Canadá, posible destino de repatriados”

Propósito: Dar a conocer las experiencias de los mexicanos repatriados de Estados Unidos y sus esperanzas de inmigrar a Canadá.

Estructura: Los repatriados mexicanos tienen como opción quedarse en México pero también tienen en mente mudarse a Canadá. Las condiciones en que fueron tratados por parte de las autoridades estadounidenses dejan a estas personas sin ánimos de volver a cruzar la frontera. Algunos de ellos pasaron años en prisión y otros solo meses. También, narran que eran forzados a levantarse a las tres de la mañana a desayunar, comer a las diez de la mañana y cenar a las tres de la tarde. Además, las porciones de comida eran muy pequeñas.

Reflexión: El artículo narra en la forma que fueron tratados inmigrantes mexicanos en territorio estadounidense. Además, ellos tienen como primera opción quedarse en México y como segunda mudarse a Canadá.

<http://www.jornada.unam.mx/2017/02/15/politica/004n2pol>

Jueves, 16 de febrero de 2017

Título: “Orgullo mexicano. Construye aula de plástico.”

Propósito: La maestra de primaria Diana Laura Cavazos con ayuda de sus alumnos y padres de familia construyó un salón de clases usando botellas de plástico para fomentar conciencia del problema de la basura en México.

Estructura: La idea de construir un salón con botellas de plástico fue de un alumno de primaria llamado Ricardo de seis años. La maestra Laura al ver la preocupación del niño por las grandes cantidades de basura en el estado de Tamaulipas decidió llevar a cabo la idea. La maestra pidió ayuda a diferentes organizaciones que le brindaron su ayuda. El aula es de menor costo, ayuda con al medio ambiente y antibalas debido al relleno de arena sílica en las botellas.

Reflexión: El artículo fomenta conciencia acerca del problema de la basura en las calles en México. Además, da un buen ejemplo de cómo puedes usar los plásticos para construir cosas.

<http://www.eluniversal.com.mx/articulo/periodismo-de-investigacion/2017/02/18/orgullomexicano-construyen-aula-de-plastico>

Martes, 21 de febrero de 2017

Título: “Con baja de un centavo se inicia liberación de precios de gasolinas.”

Propósito: Informar acerca de la disminución de centavos en el precio de la gasolina en todo el País.

Estructura: La Comisión Reguladora de Energía (CRE) anunció este martes la disminución de tres centavos en el precio de la gasolina. No se tiene conocimiento de cuál fue la causa de esta reducción pero si habrá variaciones diarias en el precio de la gasolina en las 90 regiones del territorio. La Secretaría de Hacienda y Crédito Público (SHCP) informó que la gasolina Magna

tuvo un precio máximo de 15.97 pesos, la Premium de 17.77 y el diésel 17.03. La CRE estima que el precio máximo de la gasolina Magna será de 16.56 pesos por litro y la Premium será de 18.38 pesos. Se estima que en el 2018 los precios de la gasolina aumenten su precio dado a que se llevarán las elecciones presidenciales.

Reflexión: Este artículo habla sobre la disminución de solo tres centavos en el precio de la gasolina que tuvo un incremento del 20% en enero de este año. Además, señala de los posibles variaciones del precio de la gasolina en todo el país.

<http://www.jornada.unam.mx/2017/02/21/economia/019n1eco>

Jueves, 23 de febrero de 2017

Título: “Vive México la peor crisis de derechos humanos, acusa Amnistía Internacional.”

Propósito: Dar a conocer que en México ha aumentado la violación de los derechos humanos.

Estructura: México cumple 10 años de la llamada guerra contra el narco y el crimen organizado. La Amnistía Internacional (AI), afirmó que cada año aumenta las violaciones de los derechos humanos en México. Desde que comenzó el mandato de Enrique Peña Nieto las cifras de homicidios han aumentado radicalmente. Por ejemplo: el gobierno tiene registrados 36 mil 56 homicidios hasta el final de noviembre de 2016. También, se vive un gran nivel de impunidad porque la mayoría de casos de violación, secuestros, hostigamiento, etc., quedan en el olvido y nunca se resuelven.

Reflexión: El artículo habla del grande problema de la violencia en México y que el gobierno no hace nada por mejorar el problema.

<http://www.jornada.unam.mx/2017/02/23/politica/012n1pol>

Martes, 28 de febrero de 2017

Título: “Pide la CNDH atención para afromexicanos.”

Propósito: Concientizar al gobierno y a la población de la falta de apoyo que tienen los afromexicanos en México.

Estructura: El Presidente de la Comisión Nacional de los Derechos Humanos (CNDH) exhorta al gobierno y a la sociedad a trabajar en equipo para cambiar la situación en la que viven los afromexicanos. Se tiene una estimación que en México hay aproximadamente 1.5 millones de afromexicanos. Esta comunidad vive en situaciones de pobreza y marginación lo cual se puede cambiar si la sociedad y el gobierno colaboran.

Reflexión: La comunidad afromexicana es una de las más vulnerables en México debido a la pobreza, desigualdad y marginación en que viven.

<http://www.jornada.unam.mx/2017/02/28/sociedad/032n3soc>

Jueves, 02 de marzo de 2017

Título: “SEP: hay espacio suficiente para recibir a los estudiantes que regresen de EU.”

Propósito: Dar a conocer que hay cavidad para estudiantes repatriados de Estados Unidos en diferentes instituciones educativas del país.

Estructura: Representantes de la Secretaría de Educación Pública (SEP) informaron que hay suficiente espacio para recibir estudiantes repatriados de Estados Unidos. El Instituto Nacional de Migración les dará una estimación de cuantos estudiantes regresaran y así brindarles el apoyo necesario para seguir con sus estudios. Actualmente, se cuentan con 80 mil plazas disponibles de docentes en distintos niveles donde estudiantes podrán continuar sus estudios.

Reflexión: La SEP está dispuesta ayudar a los estudiantes repatriados por Estados Unidos y brindarles el apoyo necesario en términos de educación.

<http://www.jornada.unam.mx/2017/03/04/politica/005n2pol>

Martes, 07 de marzo de 2017

Título: “BS Biblioteca Infantil de Oaxaca cumple 10 años de crear lectores libres de y gozosos.”

Propósito: La BS biblioteca tiene como propósito formar lectores mediante el uso de libros, montajes teatrales, talleres y conciertos.

Estructura: La BS biblioteca fue creada por la fundación Alfredo Harp Helú en 2007. La biblioteca busca que los pequeños lectores que asistan a la biblioteca tengan una experiencia placentera con la lectura. Además, la biblioteca busca fomentar la lectura a familias de bajos ingresos que no tienen acceso a libros en sus casas y escuelas. La biblioteca tiene una gran variedad de materiales que ayudaran a los niños a realizar diferentes actividades, pero principalmente el contacto con la lectura.

Reflexión: El artículo expone de como la BS biblioteca ayuda a los niños a tener experiencias con libros y otros materiales. Además, la prioridad de la biblioteca es que todos los niños tengan acceso a la lectura.

<http://www.jornada.unam.mx/2017/03/06/cultura/a08n1cul>

Jueves, 09 de marzo de 2017

Título: “Una deportación masiva causará desplome de 8% en los salarios.”

Propósito: El artículo esclarece la forma en que la repatriación de millones de mexicanos afectaría y apoyaría la economía de México.

Estructura: Expertos de El Colegio de Mexico (Colmex) consideraron que si Estados Unidos deporta a 5 millones de mexicanos se enfrentará una reducción en el salario de 8 por ciento, un desplome del 50 por ciento en las remesas, devaluación del peso, mayores importaciones y

caerán las exportaciones. Lo único bueno de las deportaciones es que el producto interno bruto crecería 3.1 por ciento. También, se habló sobre la equivocada estrategia de apoyo por parte del gobierno mexicano a los repatriados mexicanos, ya que en lugar de acomodarlos en entidades donde puedan ejercer su especialidad los envían a su lugar de origen. El gobierno mexicano no se encuentra preparado para recibir entre 500 mil y un millón de familias que requerirán apoyo de emergencia porque prácticamente regresarán sin nada.

Reflexión: La repatriación de millones de mexicanos afectará el salario en México. Además, el gobierno mexicano no está tomando las mejores decisiones para apoyar a los mexicanos repatriados.

<http://www.jornada.unam.mx/2017/03/07/politica/011n1pol>

Martes, 14 de marzo de 2017

Título: “Desigualdad en el ámbito académico.”

Propósito: Las mujeres que optan por la academia y la investigación siguen enfrentando diferentes formas de discriminación y rechazo.

Estructura: Marcia Hiriart Urdanivia, directora del Instituto de Fisiología Celular de la Universidad Autónoma de México (UNAM), enfatizó que la UNAM es uno de los ámbitos donde las diferencias de género son menos marcadas, pero no se pueden ignorar las diferencias que hay entre el hombre y la mujer en el ámbito académico y laboral. Por ejemplo: El Sistema Nacional de Investigadores (SNI), donde las mujeres representan el 35 por ciento de sus integrantes. Y de ellas el 60 por ciento se encuentra en los niveles iniciales y sólo el 5 por ciento en el nivel III. Entre los investigadores nacionales solo el 16 por ciento son mujeres. Además, al terminar sus estudios las egresadas no logran obtener plazas y salarios equivalentes a los de los hombres.

Reflexión: La desigualdad que hay entre el hombre y la mujer en el ámbito académico y laboral sigue siendo un problema social en México y en diferentes países en el mundo. Las mujeres son vistas como inferiores al hombre lo cual hace que las mujeres carezcan de oportunidades para su desarrollo.

<http://www.jornada.unam.mx/2017/03/09/politica/005n2pol>

Jueves, 16 de marzo del 2017

Título: “Con computadora, 45.6% de hogares mexicanos: encuesta nacional del Inegi.”

Propósito: Informar de la cantidad de personas que usan computadora en México para fines educativos.

Estructura: De acuerdo con instituto Nacional de Estadísticas y Geografía (Inegi), en México, el 45.6 % de hogares tienen computadora, pero 3 millones carece de conexión al internet, no tienen recursos económicos para pagar o no saben usar la computadora. En 2016, el uso del internet para apoyar la educación y capacitación bajó 4.8 % mientras su utilización para el entretenimiento pasó de 71.4 % de usuarios a 80.1%, y las redes sociales creció de 71.5% a 75.8%. El uso del celular a desplazado el uso de la computadora. La mitad del país está por debajo del promedio nacional en disponibilidad de comunicación y tecnología. Por ejemplo: Oaxaca y Chiapas tienen los valores más reducidos mientras Sonora y Baja California tienen los más altos.

Reflexión: El artículo da a conocer como el uso de computadoras para el uso educativo ha venido decayendo a causa de las redes sociales y el uso de teléfonos celulares.

<http://www.jornada.unam.mx/2017/03/15/sociedad/045n1soc>

Martes, 28 de marzo del 2017

Título: “El concepto de familia en México debe transformarse, dice Graue.”

Propósito: El concepto de familia debe de cambiar para que haya una mejor convivencia social, diversidad y conservar los valores en las familias.

Estructura: El rector de la Universidad Autónoma de México (UNAM), Enrique Graue, resaltó la necesidad de que el país reconozca que el concepto de familia se debe modificar. Los prejuicios deben dejarse a un lado para conservar los valores en las familias mexicanas. Señaló que 60% de los hogares en el país ya no siguen el modelo tradicional de madre, padre e hijos. Los hogares homosexuales cada vez son más y se estima que hay 160 mil familias conformadas por parejas del mismo sexo. 71.8% de la población consideran que la familia ideal está integrada de manera tradicional, una de cuatro personas opina que las familias formadas por parejas del mismo sexo son inaceptables, y 9.7% piensan que no hay un tipo de familia ideal. El rector pronunció la necesidad de retomar la ley de matrimonios igualitarios. También, el concepto de familia debe de cambiar para la conservación de los valores de la familia como núcleo primario.

Reflexión: El concepto de familia debe de cambiar para integrar a todas aquellas familias que no son similar a la familia tradicional. También, la sociedad debe dejar por un lado los prejuicios y aceptar la diversidad que hay entre las familias mexicanas.

<http://www.jornada.unam.mx/ultimas/2017/03/16/el-concepto-de-familia-en-mexico-debe-transformarse-dice-graue>

Jueves, 30 de marzo del 2017

Título: “Quienes digan que hay crisis en México, seguramente la tienen en sus mentes”: Peña.

Propósito: El artículo habla de “las supuestas mejoras” que el gobierno de Peña ha realizado en México.

Estructura: El presidente Enrique Peña Nieto sostuvo que México ha venido creciendo.

También, dijo que el país no está en crisis sino que la crisis está en las mentes de los mexicanos.

El presidente dijo que ha mejorado la situación económica del país, el sistema educativo, la generación de empleos y el reducimiento del desempleo en el país. Además, este sostuvo que las personas que inmigraron a los Estados Unidos están retornando para encontrar nuevas opciones para el país.

Reflexión: Creo que artículo nos muestra el cinismo de Peña Nieto al decir que la crisis por la que está pasando México está en nuestras mentes. Además, lo que hizo con la reforma educativa fue dejar a miles de maestros sin empleo y además el país está peor que nunca con el aumento de la gasolina.

<http://www.jornada.unam.mx/2017/03/29/politica/004n1pol>

Martes, 04 de abril del 2017

Título: “Club de Periodistas exige justicia por colegas asesinados.”

Propósito: El artículo habla de cómo los periodistas en México piden justicia por sus colegas asesinados en el país.

Estructura: En el Certamen Nacional de Periodismo se exigió justicia y se recordó a los periodistas asesinados. Mario Méndez Acosta, presidente del Club de Periodistas, señaló que los periodistas están desamparados y se habló de los periodistas asesinados en diferentes partes del país. También, indicó que el 56 % de los crímenes son causados por autoridades corruptas que desean silenciar cualquier denuncia. Méndez criticó las líneas de investigación que siguen las

autoridades de justicia en estos casos. Celeste Sáenz de Miera, secretaria general el Club de Periodistas mencionó que los últimos seis años han ocurrido más de dos mil atentados contra periodistas.

Reflexión: El artículo habla de cómo los periodistas en México están desprotegidos y que el gobierno y la policía no hacen nada por investigar y parar los asesinatos en contra de ellos.

<http://www.jornada.unam.mx/ultimas/2017/03/30/club-de-periodistas-exige-justicia-por-colegas-asesinados>

Jueves, 06 de abril del 2017

Título: “Los indígenas de AL, rezagados en todos los niveles de enseñanza: Unesco”

Propósito: La marginación a la que han estado expuestos los pueblos indígenas en el área educativa.

Estructura: Los alumnos pertenecientes a los pueblos indígenas tienen los peores resultados en el área de aprendizaje. Esto se debe a que no cuentan con el mismo sistema educativo que los no nativos. La Unesco reitera la necesidad de enviar a maestros capacitados que puedan orientar a los estudiantes. Además, la inclusión de los contextos nacionales les ayudara a los alumnos a tener un avance en su conocimiento.

Reflexión: La inequidad que existe en la educación de los pueblos indígenas. También la falta de apoyo para los estudiantes.

<http://www.jornada.unam.mx/2017/04/05/sociedad/036n2soc>

Martes, 11 de abril del 2017

Título: “Detecta IPN venta de calificaciones a estudiantes del último semestre.”

Propósito: El cambio de calificación de estudiantes a cambio de dinero.

Estructura: El Instituto Politécnico Nacional está llevando una investigación por la alteración irregular de calificaciones en el último semestre. Se cree que los estudiantes pagaban entre 500 a 4,000 pesos por alumno. Además, se dice que hay cientos de casos que necesitan clarificación porque los cambios de calificación no se pueden efectuar si no hay una justificación. Las personas que hacían los cambios eran personas que tenían perfiles en internet o que llegaba a la universidad ofreciendo su servicio para que los alumnos pasaran la materia. La universidad está tratando de esclarecer el problema y limpiar su imagen.

Reflexión: La alteración de las calificaciones de estudiantes por medio de un pago para poder pasar la materia.

<http://www.jornada.unam.mx/2017/04/07/sociedad/032n1soc>

Jueves, 13 de abril del 2017

Título: “Sin libros de apoyo adicionales, nueve de cada 10 primarias.”

Propósito: La carencia de libros de texto y material para estudiantes de primaria.

Estructura: El Instituto Nacional para la Evaluación de la Educación (INEE), comunicó que en México 9 de cada 10 escuelas carecen de libros. Además, también el 21% de aulas carecen de bibliotecas. También, 7 de cada diez escuelas no cuentan con los materiales (reglas, lápices, tijeras, etc.) para apoyar a los estudiantes. El 24 % de los estudiantes en el país recibió sus libros de texto para el comienzo de ciclo escolar. Los profesores que dan clases en áreas rurales impartiendo una lengua indígena no cuenta con libros para la enseñanza y de la misma manera pasa con niños que tienen una discapacidad.

Reflexión: El artículo menciona la falta de libros y materiales en las primarias para la enseñanza de los estudiantes. Además, la mayoría de los estudiantes del país no cuenta con los libro lo que no les permite explorar el mundo natural y social, fortalecer su pensamiento matemático y expresiones artísticas.

<http://www.jornada.unam.mx/2017/04/12/sociedad/032n1soc>

Martes, 18 de abril del 2017

Título: “Toman agua con materia fecal 2 mil millones de personas”

Propósito: El agua contaminada expone a las personas a muchas enfermedades y a veces hasta a perder la vida.

Estructura: La Organización Mundial de la Salud (OMS) alertó que casi dos millones de personas toman agua potable contaminada con residuos fecales. Las personas están expuestas a contraer cólera, disentería, fiebre, tifoidea y polio. Esta agua contaminada causa por año por lo menos 500 mil muertes. La ONU y la OMS están tratando de solucionar el problema para que ya no haya más muertes.

Reflexión: El artículo habla de cómo el agua potable contaminada ha causado muchas muertes y las enfermedades a las que están expuestas las personas.

<http://www.jornada.unam.mx/2017/04/14/sociedad/030n1soc>

Jueves, abril 20 del 2017

Título: “Mexicanos incluidos en PISA, con alto nivel de ansiedad al presentar exámenes.”

Propósito: La razón porque los estudiantes mexicanos presentan ansiedad a la hora de tomar un examen.

Estructura: En México, ocho de cada 10 alumnos incluidos en el Programa Internacional de Evaluación de Alumnos (PISA) 2015 dijeron sentirse satisfechos con la vida y el 39 % se considera ambicioso. Sin embargo, también se reportaron altos niveles de ansiedad relacionados con sus actividades académicas pues la mayoría presenta estrés en el aula y a la hora de tomar exámenes. Además, 20% declararon que sufren acoso escolar y 13% que se ríen de ellos. También, se mencionó que los estudiantes mexicanos logran asimilar mejor las situaciones difíciles que estudiantes de otros países. El estrés provocado en los estudiantes mexicanos se deriva a que son muy ambicioso y esto genera el miedo al fracaso.

Reflexión: El artículo habla del contraste de los estudiantes mexicanos de estar satisfechos con su vida, pero al mismo tiempo sufren de ansiedad en el aula.

<http://www.jornada.unam.mx/2017/04/19/sociedad/032n1soc>

Martes, abril 25 del 2017

Título: “ONU evaluará la reforma educativa.”

Propósito: Evaluar la reforma educativa, mejorar la equidad de del sistema educativo y la calidad de aprendizaje en el país.

Estructura: La ONU evaluara la reforma educativa en México con la finalidad de saber la estrategia de mejora para la formación de maestros. También, es necesario revisar esta para aumentar el número de profesores evaluados por año. Además, evaluar la reforma permitira conocer las implicaciones que han tenido las distintas acciones de políticas públicas implementadas con la misma.

Reflexión: El artículo habla de que la reforma educativa será sometida a revisión para ver qué beneficios trae a los docentes de México.

<http://www.jornada.unam.mx/2017/04/20/sociedad/035n2soc>

Jueves, abril 27 del 2017

Título: “Aerolíneas dejaron a más de 19 mil sin vuelos por sobreventa”

Propósito: Aerolíneas dejaron a muchas personas por sobrevender los vuelos.

Estructura: Aerolíneas como Volaris, Aeroméxico, Viva Aerobús y Aeromar han sido algunas de las aerolíneas que recibieron más quejas por la sobreventa de vuelos y por dejar a miles de personas sin transporte aéreo. También, se presentaron quejas por pérdida y daño de equipaje por lo que las aerolíneas deben de dar una compensación a los pasajeros afectados. La sobreventa de boletos es una estrategia de las aerolíneas para asegurar la rentabilidad del servicio pero que perjudica en algunos casos a las personas que se les niega el servicio.

Reflexión: La mala administración de las aerolíneas mexicanas que dejaron a miles de personas sin vuelo. Miles de quejas se presentaron ante dichas compañías aéreas.

<http://www.jornada.unam.mx/2017/04/26/sociedad/035n1soc>

Jueves, mayo 02 del 2017

Título: “Llaman a hacer efectivos los derechos de los menores indígenas”

Propósito: Hacer valer los derechos de los niños indígenas en México.

Estructura: La Comisión de los Derechos Humanos hizo un llamado a las autoridades a intensificar sus esfuerzos para hacer que se respeten los derechos de niños y adolescentes indígenas en el país. Los niños indígenas sufren mayores dificultades para obtener servicios de calidad lo que los priva de obtener una educación de calidad. Además, las acciones que han hecho las autoridades para ayudar a la población indígena han sido insuficientes.

Reflexión: La inconciencia de las autoridades de no ayudar a la población indígena a que se supere. Además, no se les provee de escuelas y materiales necesarios para su educación.

<http://www.jornada.unam.mx/2017/04/30/sociedad/029n3soc>

Jueves, mayo 04 del 2017

Título: “El compadre de El Chapo, su peor enemigo”

Propósito: La captura del sucesor de el chapo Guzmán en la Cuidad de México.

Estructura: Dámaso López Núñez fue policía ministerial de Sinaloa y fue jefe de seguridad del Centro Federal de Readaptación Social (Cefereso) en Jalisco. Su amistad con el Chapo Guzmán lo llevo a convertirse en *el Licenciado* y con la extradición del Chapo a Estados Unidos, López Núñez se convirtió en su sucesor. López Núñez y su hijo Dámaso López Serrano, *El Mini Lic.*, crearon dos grupos de sicarios conocidos como *Fuerzas Especiales Damasos* y *Los Ántrax*; ambas células servían a *El Chapo*. El licenciado ayudo al Chapo a escaparse en el 2015 por medio de un túnel que se había construido desde unos terrenos que él había comprado, además el Licenciado controlaba varios lugares en Sinaloa y Baja California. La extradición del Chapo hizo que se formaran rivalidades entre los hijos del Chapo y el licenciado. El licenciado fue capturado en la Cuidad de México por la Agencia de Investigación Criminal y después de ser sentenciado en México será extraditado a los Estados Unidos.

Reflexión: Dámaso López Núñez quien fuera amigo del Chapo Guzmán fue arrestado en la Cuidad de México en un restaurante con su familia. Este había sido policía y después llevo a encabezar dos grupos sicarios y a tener alianzas con el Chapo.

<http://www.jornada.unam.mx/2017/05/03/politica/004n1pol>

Martes, mayo 09 del 2017

Título: “UNAM comparte con estudiantes la indignación por caso Lesvy”

Propósito: Estudiantes de la UNAM exigen justicia por la muerte de una estudiante de la UNAM.

Estructura: La Universidad Nacional Autónoma de México (UNAM) comparte la indignación expresada por los estudiantes de la Universidad mediante una marcha para exigir el esclarecimiento de la muerte de la estudiante Lesvy Osorio Martínez de 22 años de edad. El cuerpo de la joven fue encontrado en la Universidad de lo cual la Universidad está colaborando con las autoridades para aclarar el crimen y que esta situación no se vuelva a repetir.

Reflexión: El artículo habla de la marcha realizada por estudiantes de la UNAM para que se esclarezca el asesinato de una estudiante en las instalaciones de la misma. Además, la UNAM apoya a los estudiantes y está a la disposición de las autoridades para ayudar en la investigación del caso.

<http://www.jornada.unam.mx/ultimas/2017/05/05/unam-comparte-con-estudiantes-la-indignacion-por-caso-lesvy>

Jueves, mayo 11 del 2017

Título: “El narcotráfico provocó en 2016 23 mil asesinatos en México: IISS”

Propósito: Dar a conocer el incremento de la violencia en México.

Estructura: México fue el país con más asesinatos en el mundo a causa del narcotráfico según informo el Instituto de Estudios Estratégicos. Los homicidios intencionales en México en 2016 fueron 23 mil, superados sólo por los 60 mil de Siria. El crimen aumento 11% mientras que en

Honduras, el salvador y Guatemala disminuyo. El origen de la violencia en México, se remonta a la decisión del presidente Felipe Calderón Hinojosa de declarar una “guerra” al narcotráfico e implicar en ella al Ejército. El conflicto resultante entre ambos lados trajo la miseria a México.

Reflexión: La violencia en México ha alcanzado el primer lugar a nivel mundial y es el segundo país con más muertes después de Siria que enfrenta una guerra civil. Las estrategias de seguridad por parte del gobierno no han modificado la situación por lo cual deben ser modificadas para el bienestar del país.

<http://www.jornada.unam.mx/2017/05/10/politica/003n1pol>