This document is a course outline for a 16 week community college course on the Mexican Revolution of 1910, designed to trace the historical development of events leading to the Mexican Revolution, examine the armed struggle of the Revolution, and explore the aftermath of that struggle. Cognitive and affective objectives are included in the outline for each of the instructional units comprising the course. Suggested textbooks and required readings are listed, the method of evaluating students completing the course is defined, and suggested student activities appropriate to each unit of the course are included. An extensive annotated bibliography of research materials in Spanish and English and sample test questions are attached. (JDS)
"THE MEXICAN REVOLUTION OF 1910"

Project México

June 26 - August 8

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"THE MEXICAN REVOLUTION OF 1910:

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The Mexican Revolution of 1910

The purpose for my participation in Project México was to gather sufficient data and background materials in order to prepare and develop a course pertaining to the causes, development, and aftermath of the Mexican Revolution of 1910.

For the past three years, I have been teaching several courses related to Mexican culture, therefore, I consider myself more or less acquainted with the objectives and goals of the aforementioned course.

The summer project has been rewarding and beneficial; it was time well spent. I gained a degree of knowledge, otherwise lacking; by means of in-depth studies of this social movement and by personally visiting, through the aid of guided tours, places of major revolutionary importance.

The following format will be presented to the Curriculum Committee at Los Angeles City College:
TO: Los Angeles City College Curriculum Committee
RE: Request Consideration for Introduction of New Course
FROM: American Cultures Department - Chicano Studies
Course Title: "The Mexican Revolution of 1910"
Units per Semester: 3
Hours per Week: 3
Prerequisites: None
Instructor: Luis Carlos
Office: Franklin Hall, 102 C
Phone: 663-9141, Ext. 364

I. CONDITIONS:

1. No new monies requested.

2. Course should be offered every other semester in lieu of a section of MAS-42 (Contemporary Mexican Literature), MAS-44 (Mexican Civilization), or MAS-52 (Mexican Art-Modern).

3. Instructional materials needed by students are available in our library.

4. Audio Visual materials are readily accessible in the Audio Visual Department or from other nearby sources.

5. The suggested textbooks are inexpensive and currently available.

6. This course conforms in format, preparation, objectives, goals, methods of instruction, evaluation, etc., with others offered by our Department.

II. JUSTIFICATION:

As an instructor in the field of Mexican-American Studies, it is my opinion that a course relating to the Mexican Revolution of 1910 should be implemented in our community college district as:

1. Most Mexican Americans, as well as North American students, are acquainted, to a degree, with this social movement. In the case of the Mexican American or Chicano student, he has heard of famous revolutionary figures such as Francisco Villa, Emiliano Zapata, etc.; via his ancestors, but without a true understanding of the beliefs and ideals which incited and motivated the individual. I strongly feel that it is necessary to offer them another avenue, another source of information other than legends, corridos, and hearsay.
2. The North American student will be introduced to a historical past that has played a major part in the formation of the present-day Mexico, a nation that, due to its proximity, is easily accessible.

3. This course will be offered with the adult of the community in mind. Recent oil discoveries in Mexico alone will no doubt intensify economic relations between Mexico and the United States. This means there will develop more personal contacts among the interested parties of both sides, which in turn will lead to an awareness of each other as individuals and not solely as countries. A course such as I suggest will further an understanding on the part of the people of the U.S. for those of modern Mexico.

III. COURSE DESCRIPTION:

Basic: (As it would appear in the college catalog.)

The course consists of lectures and discussions on the causes and effects of the Mexican Revolution of 1910.

Extended: (The course is divided into four components.)

1st. component.

Tracing historical development of events commencing with the year 1855 to the year 1910, we find the seeds of the Mexican Revolution being sown during the Reform Movement, which was never carried out in its entirety and much less enforced during the regime of Porfirio Diaz. There will be an examination and discussion on political, economic, and social conditions prevailing in Mexico in 1910.

2nd. component.

Armed struggle that followed beginning November 29, 1910 and continuing through the "decena trágica" (the ten tragic days), the American Intervention, the Convention of Aguascalientes, and ending with the Constitution of 1917.

3rd. component.

Aftermath of the armed struggle. Rise of Álvaro Obregón and subsequent regimes which followed with emphasis on the Carranza regime and events which lead to the oil expropriation of 1938.
Examination of present-day Mexico and some of the problems it faces. Discussion of social conditions, economics, population explosion, etc., ending with a conjecture as to its future.

IV. COURSE OBJECTIVES:

Instructional:

Successful completion of this course will enable the student to discuss, either in writing or orally, the following:

1. The regime of Porfirio Díaz and the forces which perpetuated his power.
2. Major historical events which played a part in the Mexican Revolution of 1910.
3. The significance of 1910 as "the year of the revolution."
4. The ideals of the brothers Flores Magón and their importance in the social movement - comparison to the Constitution of 1917.
5. Importance of the role played by the United States in 1913 which culminated in the American occupation of Veracruz in 1914.
6. Minimum of 20 names (people and places) and their significance and importance in relation to the different revolutionary factions.
7. Basic articles of the Mexican Constitution of 1917 and how they affect existing relations between the United States and Mexico.
8. Oil expropriation of 1938.
9. Structure of the PRI and how presidential candidates are chosen.
10. Some of the problems facing México and possible solutions.

Affective:

Upon completion of this course student will have -

1. Learned that the Mexican Revolution was an authentic social movement which anteceded the Russian movement by about seven years.
2. Become cognizant that the Mexican Revolution left an imprint on the modern way of life of the Mexican people.
3. Acquired an awareness of the Mexican struggle for betterment of social conditions (as yet not totally successful).

4. Apprised himself that the mass migration of Mexicans, who settled the Southwest, was brought about by the Revolution, thus bringing a rich cultural heritage to a new nation.

5. Become involved in a research project within a local museum of library.

V. SUGGESTED TEXTBOOKS: (*) See page on annotated bibliography.


VI. REQUIRED READINGS: *(In reserve)


VII. METHOD OF INSTRUCTION:

Lectures and discussions.
Slides
Files
Guest Lecturers (if possible)

VIII. METHOD OF EVALUATION:

1. Attendance and participation 10%
2. Class assignments 20%
3. Three examinations 30%
4. Final examination 15%
5. Student oral presentation 10%
6. Research project or term paper 15%

100%
IX. COURSE OUTLINE:

1. Introduction and Background
   a. Course aims
   b. View of México past and present
   c. México before 1910

2. The Porfirio Díaz Regime
   a. Rise to Power of Porfirio Díaz
   b. México in 1876

3. The Economic and Political Systems of the Porfiriato
   a. The Hacienda System
   b. The Científicos
   c. Mexican Society in 1900

4. Precursors of the Revolution
   a. The Flores Magón Brothers (Ideology - Aguilés Serrán)
   b. The "No Re-election Party," Francisco I. Madero
   c. First Examination

5. México in 1910
   a. Economic, social and political conditions at that time
   b. "Plan de San Luis Potosí"
   c. "Plan de San Luis Potosí"

6. México in 1910
   a. "Plan de Ayala"
   b. "Plan de Ayala"
   c. Partido Liberal

(Suggested Activity)
Commencing with the first week and ending with the third, students should be motivated to research the local library, become acquainted with its resources and to present a written biography on one of the heroes of the Reform Movement.

Teacher shows filmstrip The Epoch of Porfirio Díaz.

Students prepare for first examination.

Student should prepare a bibliography of not less than 30 entries (Books and articles) on the following subjects: "Plan de San Luis Potosí," "Plan de Ayala," "Plan de Guadalupe," Francisco Villa, Venustiano Carranza, Emiliano Zapata.

Teacher shows continuation of filmstrip The Epoch of Porfirio Díaz, and film Memorias de un Mexicano.
7. Madero and the Revolution  
   a. November 20, 1910  
   b. Pascual Orozco  
   c. Francisco Villa

8. La Decena Trágica (The Ten Tragic Days)  
   a. Henry Lane Wilson - Victorian Muerte  
   b. Venustiano Carranza - Constitutionalism  
   c. The U.S. Occupation of Veracruz, 1914

9. Constitutionalism  
   a. Aguascalientes Convention  
   b. Carrancistas vs Villistas, Zapatistas  
   c. Carrancistas vs Villistas, Zapatistas

10. The Constitution of 1917  
    a. Discussion main articles  
    b. Discussion main articles  
    c. Second Examination

11. Obreronism  
    a. José Vasconcelos  
    b. Indianism  
    c. Education and the Arts

12. The Calles Era  
    a. The Political System  
    b. The PRI  
    c. Lázaro Cárdenas

The above covers the weeks 5 thru 7

Suggested Activities

Eighth and ninth weeks. Students should prepare a 3 page written report on the Ten Tragic Days and the U.S. involvement. At least two biographical sources should be included.

Teacher shows "Revolution," La Raza

Eleventh and twelfth weeks. Students prepare for second examination.

Report on muralism in México. Trace the history of a mural in the community (if possible). Two page written report on Rivera, Siqueiros, Orozco, etc.

Teacher shows Man of Fire, and Siqueiros, El Maestro.
13. **The Oil Expropriation**
   a. Antecedents
   b. Causes, Articles 27, 123
   c. Third Examination

14. **Modern México**
   a. Economy
   b. Political, PRI
   c. Social Conditions

15. **Modern México**
   a. Is the Mexican Revolution still alive?
   b. A look to the future
   c. Student Presentations

16. **Student Presentations**
   a. Presentations
   b. Presentations
   c. Review for Finals

   Students prepare for third examination.

   Teacher shows México: The Frozen Revolution.

   Teacher shows México City.

"The story of Demetrio Mafias, a general in the army of Pancho Villa. The conditions which bring about his defeat also work against the Revolution."


"Discussion of an ambitious program - México's industrialization of cities with concentrated populations."


"Excellent photographic history of the Mexican Revolution from the overthrow of Díaz to 1942. Definitely a must for all."


"The book emphasizes the accomplishments of México after the Revolution. It examines the single party system and demonstrates how it has practically made the president omnipotent. Can this continue and at what cost?"


"An exceptionally fine analysis of the Díaz regime and the "ten tragic days."


"A must for any student of the revolution. Well-known and obscure personalities who played important roles in the revolution come to life as the student peruses this period of history."

"How Carranza won the armed struggle through diplomatic maneuvers in Washington and which ultimately led to complete recognition of his forces by the U.S. Villa's revenge, his raid on Columbus and the ill-fated "punitive" expedition."


"A rather one-sided view of the relations between the two countries. It is so impersonal that the major events are lost in verbiage."


"A worthy book which introduces the works and personalities of Flores Magón, Aguiñés Soriano and others."


"Another must for the researcher. The basis for present-day politics and economics in México was derived from this document."


Bibliography: pg. 261-278

"An outstanding study of the revolution of Madero in its initial phases, political and military."


Bibliography: pg. 421-427

"Insight on the Carranza regime and the rise of Alvaro Obregón."

"Narrated in the first, second, and third person, the novel deals with the destiny of one person during the historical changes of twentieth-century México. It points out the futility of the Mexican Revolution which was supposed to redeem the Mexican masses. All this is portrayed in the life of Artemio Cruz who ruthlessly uses others to achieve his own ends."


"A personal and factual account of the Mexican Revolution based on the actual experiences of the author."


"A diary of Villa's life and activities. Firsthand information as Gusman served as Villa's secretary for a short while. Fascinating."


"Good coverage of the economic policies pursued by Mexico since the 40's."


"Origin of the modern Mexican army, militaristic eras, and 'Hombres Fuertes' are discussed."


Bibliography: pp. 151-164

"A rare biography of a revolutionary who might have been another 'Villa.'"

"This is perhaps the finest criticism on the work of Días. Written by an intellectual who was an impartial witness."


"Very well written. Concerning the political system of Mexico and how it functions among the "Revolutionary Family." Facts are brought to life disclosing that México's political stability depends on perpetuating the myth of the Revolution and on sharing the power among leaders of the most powerful sectors."


"A very subjective but well-written analysis of the Mexican. Essential reading!"

*Paz, Octavio: The Other México; Critique of the Pyramid. New York, Grove Press, 1972.

"An explosive criticism of Mexican government and many of its policies. The tragic year of Tlatelolco (1968) is discussed objectively.


"An impartial study of the mentality of the Catholic Church and how it reacted negatively to events beyond its control. Important politicians such as Calles and Obregón are portrayed and their decisions, which affected millions, are thoroughly discussed."


"A fascinating book which describes the attempt to overthrow Huerta and which ended in the consolidation of power by Carranza. The Convention of Aguascalientes is also studied along with such personalities as Obregón, Villa, Zapata, and Carranza. An excellent study of these turbulent times."

"An interpretation of historical forces which moulded the Mexican national character. A broad humanistic approach by one of Mexico's most brilliant thinkers."


"Discusses the shortcomings of the Revolution and many programs, which should have been solved, that are still the banners of unscrupulous politicians."


"A fantastic piece of literature that deals with the lives of people in a small town in Mexico. After careful perusal of this book, the reader is left with the impression that a revolution was the only alternative open to the people due to the conditions under which they were forced to exist."


"Written in Spanish - rise of the worker in México and their function as a political arm, first to elevate Obregón to the presidency, and later to serve as a platform for future candidates."


"The first volume deals with "the antecedents" and the "Maderist Movement." Volume II covers Constitutionalism and the break between Carranza and Villa. It is well written and excellently documented. Very necessary reading for a beginner. Silva Herzog is extremely knowledgeable; he wrote these two volumes after extensive research."


"An excellent general introduction to the study of Mexican history. Well written and easy to read."


"An excellent book which treats the subject of México intellectually with great sympathy and understanding."


"Mexican history, education and culture based on the autobiography of the author. Vasconcelos actively participated in the politics of México being Secretary of Education and also a presidential candidate."


"An invaluable aid to students of comparative politics. The Mexican Constitution is discussed at length and 136 articles are translated in English."


"An excellent study of one of the leaders of the revolution - his life, philosophy, and involvement. Probably the best work written about Zapata so far. Fine notes and bibliography."
XI. FILMS:

The Epoch of Porfirio Díaz to the Victory of Constitutionalism.

"A good filmstrip series but simply presented with narration on cassettes. They serve as an introduction to this period of Mexican history."

The History of the Mexican People, (items 3 to 10).

"A rare collection of engravings. Item 3 commences with the year 1858 and item 10 ends with the year 1960. Each item contains 14 engravings depicting the most famous heroes of México. Outstanding work of art."

Memorias de un Mexicano, by Salvador Toscano. Chicano Studies Research Library, U.C.L.A.

"An authentic documentation of the tumultuous period 1897-1930. It traces the rise and downfall of Porfirio Díaz. Composed of actual films taken in battles fought during the revolution. Emphasizes the roles of the leaders, Villa, Zapata and Carranza."

México City - 20 minutes, color.

"A well-oriented cross section of the great city as it is today. Art objects, architecture, interiors and exteriors are shown as well as the progress that has been made in the city since the turn of the century."

México: The Frozen Revolution - 2 parts (1 hour)

"Filmed during the Echeverría campaign, the film shows the areas and the people for whom the revolution did not exist. Young revolutionaries wave banners that have no identification while the people still await the coming of the revolution."
Orozco: Man of Fire

"A remarkable film on the life of one of the foremost muralists of México. His masterpiece by the same title is discussed."


"A short analysis of some of the causes of the revolution. Valuable since a chronological series of events is presented along with very good pictures."

Siqueiros: El Maestro; The March of Humanity in Latin America.

"Outstanding film on the greatest mural ever painted by Siqueiros. It is now on exhibition at the Poliforum. "March of Humanity" is considered the masterpiece of muralism in México."
XII. TEST EXAMPLES:

The following questions are submitted as possible examples of 25 (50 points) true and false questions (or fill-ins) which might be used in the first examination. This test would also include two essay questions (25 points each) making a grand total of 100 points.

Note: I realize that the allowable test time of 50 minutes limits the student as to the caliber of essay question he or she can compose. If this is the case, I would then proceed to give permission to the student to write one of the essays at home to turn in the following day. All this will have to be ascertained at a later date.

EXAMPLES OF TRUE AND FALSE QUESTIONS:

1. The fundamental reason for the social revolution in México was the fact that by 1910 all the available land in México was held by only about 1/5 of the population.

   True  False

2. Ejido was a portion of land which by law belonged to the community.

3. The Reforma Laws of 1857 were enacted in order to protect the land owned by the Catholic Church in México.

4. A "latifundio" was a small piece of land belonging to a campesino.

5. By 1900, eight individuals were the sole owners of 55 million acres of land, much of it along the United States border.

6. Porfirio Díaz came to power under the banner of "effective suffrage and re-election" and expounding the ideals of liberalism.

7. The "Científicos" were a group of liberal-minded people who opposed the Díaz regime.

8. The Magon brothers, Ricardo and Enrique, published the newspaper Regeneración, in which the seeds for an armed revolution can be found.
9. Porfirio Díaz, being a Mixtec Indian by birth, protected the Indian population of México. This is one of the reasons he retained his power for so many years.

10. The "Burelas" were a group of ex-bandits who came to serve under Díaz due to the threat of "pan o palo."

ESSAY QUESTIONS: (Answer both)

1. Discuss the "hacienda system" in México. Why was it considered the most important economic aspect in the life of the campesino?

2. What was the ideology of Ricardo Flores Magón? Why was this ideology a threat to the Díaz regime?