

This course is an introduction to contemporary Mexican politics. The goals for this course are (1) to apply the analytical tools learned in this course to other countries or research areas and (2) to develop your analytical and writing skills. The plan of the course is divided in four sections. First, we will review of the history of the country since the Mexican revolution. Second, we will learn about the most important political institutions and parties in the country. Third, we will learn about the role of elections in the democratic development of the country. Finally, we will discuss some of the most important challenges Mexico faces nowadays. Although helpful, no previous knowledge of Mexican politics is required.

### **Format**

This is a HyFlex course, and students are free to choose the delivery mode that fits their learning style, health concerns, and schedule. Each lecture will be delivered face-to-face on campus and online. Class lectures will also be recorded. All assignments for the class will be available on Blackboard. It is expected that students keep current on readings, lectures, and assignments.

There are assigned readings for each module, and students are expected to come to each class having read all the required material. The material reviewed in class will complement the reading material, so lectures are not a substitute for the readings or vice versa. You are responsible for any work that you miss, and missing class is no excuse for not turning in an assignment. The material from lectures and readings will be complemented with film sessions and a collective blog for the course.

### **Expectations**

I will be available for assistance throughout the semester. I will promptly answer your e-mails. Lectures will begin on time and will be uploaded as soon as they end. The examinations will be a fair evaluation of the material covered in lectures and assigned readings. Grading standards are transparent. You will know from the first day of class the purpose, task, and criteria of each assignment and evaluation. All the work you submit will be turned back no later than a week after its deadline.

On the other hand, after making an informed choice to join this class, you are ready to learn and not just enrolled to earn a certain grade or requirement. A successful online learning means that you assume greater responsibility for your own learning outcomes. You need to come to class prepared, having both read the assigned material and letting me know when you need help with the material. Also, you have to be aware of the deadlines of the class and be responsible of submitting assignments on time.

### **Virtual Office Hours and Contact Resources**

Tuesday and Thursday 1:30-2:30 p.m. [via Zoom](#). Please send me an email ([fcantu10@uh.edu](mailto:fcantu10@uh.edu)) to schedule a meeting at any of those times. We can also arrange a meeting outside those hours if they do not work for you.

### **Teaching Assistant**

Huseyin Tunc ([htunc@uh.edu](mailto:htunc@uh.edu)). Send him an email to schedule a virtual meeting on Tuesdays.

### **Course Requirements**

**Reading reports:** Before every lecture, you will need to submit a one-page report of the reading(s) assigned for that day. The purpose of these evaluations is to help you being on date with the readings and familiarize yourself with the most important concepts we will discuss in class. These reports can describe the main points of the reading or discuss anything that struck you about the reading, including the most relevant thing you learned, what surprised or confused you, or how and why it reminded something else you have previously read in the course.

All reports will be graded as adequate (=), inferior (-), or superior (+) to provide you some feedback on your work. Adequate and superior reports will get one point. Inferior reports will a third of a point. There will be 21 opportunities to submit a report. At the end of the semester, you will get full credit for the reading reports (15% of your final grade) once you get 15 points. Any extra points you make will count as bonus points (up to 5% of your final grade). Each report is due at 5 pm on the day of class.

**Blog posts:** Each student is required to post four op-eds to the blog located on Blackboard. An Op-ed is a brief essay in a newspaper or magazine that expresses the educated opinion of an independent author. The purpose of this assignment is to explore in detail a topic we have reviewed in the course or a news event. Each op-ed should focus on a topic related to each of the sections of the course (Mexico from 1910 to 1982, political institutions, elections, and contemporary problems) and should demonstrate the student's ability to apply readings and topics from the course. Posts should amount 1000 (+/- 100) words. Your highest-graded blog posts is worth 20% of your final grade, while the remaining posts will count 15% of your final grade each. The rubric for grading your posts is at the end of the syllabus.

Instructions:

- Choose an issue that you care or are interested about.
- Take seriously the challenge of adding something new to the public conversation, something you would like to have people read.
- Unfortunately, 1000 words are seldom enough to solve any world's problem. Nevertheless, you can present a single point in a clear and persuasive way. The message you try to explain should be summarized in no more than two sentences.
- Hook the reader since the beginning getting to the point as fast as possible and persuading the reader that it is worth to spend more time reading your text.
- At the end of every paragraph you should tell readers why they should care about your point.
- Go beyond a simple analysis and propose a solution or recommendation.

Think about where you want to see it in print. As a suggestion, look for an op-ed you find interesting. Mentally annotate that editorial, looking for such aspects as an opening hook, placement of thesis statement, length of sentences, and the closing punch line. Consider the intended audience of the publication and the way in which your op-ed reaches that demographic. For excellent tips on writing in a clear and concise way for publishing take a look at The Economist's style guide: <http://www.economist.com/styleguide/introduction>.

Post deadlines (all due at midnight):

- September 18
- October 16
- November 6
- December 3

**Group Presentation:** Students will participate in a group presentation of a relevant news event. Each group will consist of no more than four students and the presentation should last about 10-15 minutes. The presentation is an opportunity to know more about Mexican politics by focusing on a specific event or figure. We will organize the groups and the set the presentation schedule the first week of class. Your final grade of this assignment will combine your individual and collective performance, which will be evaluated by the instructor and the students attending your presentation. This activity is worth 10% of your final grade.

**Participation:** Class participation means that you are fully present during lectures and other class activities. I grade students' participation across the whole semester. The grade represents my overall assessment

of your participation in the class. Lower scores are for students deriding others' contributions in a discourteous way or engaging in distracting behaviors online and in the classroom.

### Grading

Op-eds	$20\% \times 1 + 15\% \times 3 = 65\%$
Reading reports	15%
Group Presentation	10%
Participation	5%
Total	100%

Final letter grades will be calculated in an absolute scale as follows: A (94-100%), A- (90-93%), B+ (87-89%), B (84-86%), B- (80-83%), C+ (77-79%), C (74-76%), C- (70-73%), D+ (67-69%), D (64-66%), D- (60-63%), F (0-59%).

### Readings

The course requires the following textbook:

Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York.

The rest of the readings are available on Blackboard. Please let me know if you have any economic restriction that may prevent you from obtaining the course material.

### Deadlines and extensions

All the deadlines and instructions for the assignments are already available in this syllabus, and I encourage you to plan in advance. We will not receive any reading report submitted after a deadline. The course leaves you some buffer to miss some assignments and quizzes, so use those opportunities wisely. Blog posts submitted late will be penalized 20% penalty plus an additional 10% for every 24 hours after the deadline. Files uploaded close to the deadline risk being marked as not submitted, so please try to submit your work early. Corrupted files will not be graded, and you are responsible for checking your file thoroughly before uploading. Screenshots will not be accepted as proof.

### Disabilities

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments and auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, the University of Houston strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both me after you contacted the Center for Students with DisAbilities (CSD).<sup>1</sup>

### Counseling and Psychological Services

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the "Let's Talk" program, a drop-in consultation service at convenient locations and hours around campus.<sup>2</sup>

### Academic Integrity

There will be a zero tolerance policy for plagiarism in any of the required activities for this course, and

<sup>1</sup><http://www.uh.edu/csd/>

<sup>2</sup>[http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html)

any violation will be penalized in the terms cited by the UH's Academic Dishonesty Policy.<sup>3</sup> Violations include: cheating, fabrication, plagiarism, and complicity in academic dishonesty. This course will not accept any previously submitted work as new work without instructor's approval. Feel free to consult with me before submitting your essay if you have concerns about the correct way to reference the work of others.

### **Face Covering Policy**

To reduce the spread of COVID-19, the University requires face coverings on campus including classrooms for both faculty and students. Face coverings must cover your mouth and nose and be worn throughout the class session. A mask with a valve is not considered an adequate face covering and should not be used, as it can expel exhaled air, increasing the risk to others. Eating or drinking during class is discouraged and is not an excuse for removing the face covering for any extended length of time. For additional information on the use of face coverings, please see Face Covering FAQs. Failure to comply with the requirement to wear a face covering in class will result in your being asked to leave the classroom immediately and a disciplinary referral through the Dean of Students Office. Requests for accommodations relating to the face covering policy may be directed to the Center for Students with DisABILITIES (CSD).

### **Required Daily Health Self-Assessment**

Your presence in class each session means that you have completed a daily self-assessment of your health/exposure and you:

- Are NOT exhibiting any Coronavirus Symptoms
- Have NOT tested positive for COVID-19
- Have NOT knowingly been exposed to someone with COVID-19 or suspected/presumed COVID-19

If you are experiencing any COVID-19 symptoms that are not clearly related to a pre-existing medical condition, do not come to class. Please see COVID-19 Diagnosis/Symptoms Protocols for what to do if you experience symptoms and Potential Exposure to Coronavirus for what to do if you have potentially been exposed to COVID-19. Consult the <http://catalog.uh.edu/content.php?catoid=36&navoid=13956> for information regarding excused absences due to medical reasons.

### **Excused Absence Policy**

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston Undergraduate Excused Absence Policy<sup>4</sup> for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Additional policies address absences related to military service, religious holy days, pregnancy and related conditions, and disability.

### **Interim Undergraduate Grading Policy**

Due to the unique and unprecedented challenges associated with the COVID-19 pandemic, the University of Houston has implemented an Interim Undergraduate Grade Policy for undergraduate grades which applies to all undergraduate students in courses offered in all sessions during fall 2020. Under this policy, students have the option of converting final assigned letter grades to S (Satisfactory, applicable to any letter grade from A to D-) or NCR (No Credit Reported COVID-19, applicable to grades of F) on their transcripts. Please visit <https://uh.edu/provost/policies-resources/covid19/> for additional information.

### **Recording of Class**

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability

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<sup>3</sup><http://www.uh.edu/academic-honesty-undergraduate> and <http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-policy/>

<sup>4</sup><http://catalog.uh.edu/content.php?catoid=36&navoid=13956>

such that you need to record class-related activities, please contact the Center for Students with DisABILITIES. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and note-taking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

### **Syllabus Changes**

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through e-mail (via your UH email account) and Blackboard.

## **Schedule**

### **August 24. Logistics and Introduction of the Course**

### **August 26. Tools to Succeed in Class**

## **I. Mexico before 1982**

### **August 31. The Mexican Revolution I**

Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 35-50

Brandenburg, F. (1964). *The Making of Modern Mexico*. Prentice Halls, Englewood Cliffs: 47-58

### **September 2. The Mexican Revolution II**

Brandenburg, F. (1964). *The Making of Modern Mexico*. Prentice Halls, Englewood Cliffs: 58-78

### **September 9. Film**

The Last Zapatistas (Francesco Taboada Tabone, 2002)

Last day to drop a course without receiving a grade

### **September 14. Political Order**

Smith, P. H. (1979). *Labyrinths of Power: Political Recruitment in Twentieth-Century Mexico*. Princeton University Press, Princeton, NJ: 242-277

"Mexico's 1968 Massacre: What Really Happened?" (NPR) <http://www.npr.org/templates/story/story.php?storyId=97546687>

### **September 16. From Boom to Bust**

Haber, S., Klein, H. S., Maurer, N., and Middlebrook, K. J. (2008). *Mexico Since 1980*. Cambridge University Press, New York: 20-48, 54-65

## September 18

Deadline for blog post # 1

### Recommended:

- Cosío Villegas, D., editor (1974). *A Compact History of Mexico*. El Colegio de México
- Krauze, E. (1998). *Mexico: Biography of Power. A History of Modern Mexico, 1810-1996*. HarperPerennial, New York
- Aguilar Camín, H., Meyer, L., and Fierro, L. A. (1993). *In the Shadow of the Mexican Revolution: Contemporary Mexican History, 1910-1989*. University of Texas Press
- Haber, S., Razo, A., and Maurer, N. (2004). *The Politics of Property Rights: Political Instability, Credible Commitments, and Economic Growth in Mexico, 1876-1929*. Cambridge University Press
- Film: *The Storm that Swept Mexico* (Ray Trelles, 2011)
- Middlebrook, K. J. (1995). *The Paradox of Revolution*. The Johns Hopkins University Press, Baltimore
- Cárdenas, E. (2000). The process of accelerated industrialization in Mexico: 1920-1982. In *Industrialization and the State in Latin America: The Postwar Years*, volume 3 of *An Economic History of Twentieth-Century Latin America*. Palgrave, London
- Urquidí, V. L. (2003). Mexico's development challenges. In *Confronting Development: Assessing Mexico's Economic and Social Policy Challenges*. Stanford University Press and Center for U.S.-Mexican Studies
- Film: *From Boom to Bust, 1940-1982* (PBS, 1988)
- Castañeda, J. G. (2000). *Perpetuating Power*. The New Press, New York
- Bethell, L., editor (1991). *Mexico since Independence*. Cambridge University Press: Chapters 3-6

## II. Political Institutions

### September 21. The Executive Branch

- Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 203-211
- Romero, V. (2013). Of love and hate: Understanding the determinants of presidential legacies. *Political Research Quarterly*, 67(1):123-135

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### September 23. The Legislative Branch

- Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 211-218
- Casar, M. A. (2016). Parliamentary agenda setting in Latin America: The case of Mexico. In Alemán, E. and Tsebelis, G., editors, *Legislative Institutions and Lawmaking in Latin America*. Oxford University Press, New York: 148-174

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### September 28. The Judicial Branch

- Camp, R. A. (2014). *Politics in Mexico*. Oxford University Press, New York: 218-224
- Rios-Figueroa, J. and Pozas-Loyo, A. (2016). The transformations of the role of the Mexican Supreme Court. In *Judicial Politics in Mexico*, pages 8-34. Routledge



## September 30. Political Parties (I): The Institutionalized Revolutionary Party (PRI)

Camp, R. A. (2014). *Politics in Mexico*. Oxford University Press, New York: 269-272

Langston, J. (2017). *Democratization and Authoritarian Party Survival: Mexico's PRI, 1982-2012*. Oxford University Press, New York: 90-105

Mini-lecture: José Antonio Hernández-Company

## October 5. Political Parties (II): The National Action Party (PAN)

Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 266-269

Wuhs, S. T. (2014). The Partido Acción Nacional as a right party. In Luna, J. P. and Rovira Kaltwasser, C., editors, *The Resilience of the Latin American Right*, pages 219–241. John Hopkins University Press, Baltimore

Mini-lecture: Sergio Ascencio (University of New Mexico)

## October 7. Political Parties (III): The Party of the Democratic Revolution (PRD) and the National Regeneration Movement (MORENA)

Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 272-275

Bruhn, K. (2012). The PRD and the Mexican left. In Camp, R. A., editor, *The Oxford Handbook of Mexican Politics*, pages 187–209. Oxford University Press

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## October 12-14. Film

La Ley de Herodes (Luis Estrada, 1999)

## October 16

[Deadline for blog post # 2](#)

## Recommended Readings:

On the presidential power:

Weldon, J. A. (1997). Political Sources of Presidencialismo in Mexico. In Mainwaring, S. and Shugart, M. S., editors, *Presidentialism and Democracy in Latin America*. Cambridge University Press:225-258

Weldon, J. A. (2002). The legal and partisan framework of the legislature delegation of the budget in Mexico. In Morgenstern, S. and Nacif, B., editors, *Legislative Politics in Latin America*. Cambridge University Press

Castañeda, J. G. (2000). *Perpetuating Power*. The New Press, New York

On the legislative power:

Nacif, B. (2012). The fall of the dominant presidency: Lawmaking under divided government in Mexico. In Camp, R. A., editor, *The Oxford Handbook of Mexican Politics*, pages 234–261. Oxford University Press

Fernández-Albertos, J. and Lapuente, V. (2010). Doomed to disagree? Party-voter discipline and policy gridlock under divided government. *Party Politics*, pages 1–22

Molinar, J. and Weldon, J. A. (2001). Reforming electoral systems in Mexico. In Shugart, M. S. and Wattenberg, M., editors, *Mixed-Member Electoral Systems: The Best of Both Worlds*, pages 209–230. Oxford University Press

Weldon, J. A. (2001). The Consequences of Mexico's Mixed-Member Electoral System, 1988-1997. In *Mixed-Member Electoral Systems: The Best of Both Worlds?* Oxford University Press, Oxford

Rosas, G. and Langston, J. (2011). Gubernatorial effects on the voting behavior of national legislators. *Journal of Politics*, 73:477–493

Casar, M. A. (2010). Executive-legislative relations: Continuity or change? In Selee, A. and Peschard, J., editors, *Mexico's Democratic Challenges: Politics, Government, and Society*, pages 117–134. Woodrow Wilson Press Center

Nacif, B. (2002). Understanding party discipline in the Mexican Chamber of Deputies. In Morgenstern, S. and Nacif, B., editors, *Legislative Politics in Latin America*. Cambridge University Press

#### On the judicial power:

Rios-Figueroa, J. (2007). The emergence of an effective judiciary in Mexico, 1994–2002. *Latin American Politics and Society*, 49(1):31–57

Edmonds-Poli, E. and Shirk, D. (2011). *Contemporary Mexican Politics*. Rowman and Littlefield Publishers, Lanham, MD, 2 edition: 303–324

Shirk, D. (2010). Justice reform in Mexico: Change and challenges in the judicial sector. In Olson, E. L., Shirk, D., and Selee, A., editors, *Shared Responsibility: U.S.-Mexico Policy Options for Confronting Organized Crime*, pages 205–246. Woodrow Wilson Press Center and University of San Diego

Magaloni, B. and Zepeda, G. (2004). Democratization, judicial and law enforcement institutions, and the rule of law in Mexico. In *Dilemmas of Political Change in Mexico*, pages 168–197. Institute of Latin American Studies, University of London; Center for U.S.-Mexican Studies, UCSD

Sánchez, A., Magaloni, B., and Magar, E. (2011). Legalist versus interpretivist: the supreme court and the democratic transition in Mexico. In Helmke, G. and Rios-Figueroa, J., editors, *Courts in Latin America*. Cambridge University Press, New York

Zamora, S. and Cosío, J. R. (2005). Mexican constitutionalism after presidencialismo. *International Journal of Constitutional Law*, 4(2)

Zepeda, G. (2004). *Crimen Sin Castigo*. CIDAC, Mexico City

Film: Presumed Guilty (Roberto Hernández and Geoffrey Smith, 2008)

#### On Federalism:

Gibson, E. L. (2013). *Boundary Control: Subnational Authoritarianism in Federal Democracies*. Cambridge University Press, New York: 112–147

Wuhs, S. (2013). From centralized authoritarianism to desarticulated democracy? In Loughlin, J., Kincald, J., and Swenden, V., editors, *Routledge Handbook of Regionalism and Federalism*. Routledge

Díaz-Cayeros, A. (2006). *Federalism, Fiscal Authority, and Centralization in Latin America*. Cambridge University Press

Díaz-Cayeros, A. (2003). Decentralization, democratization, and federalism in Mexico. In *Dilemmas of Change in Mexican Politics*. Center for U.S.-Mexican Studies, La Jolla

Beer, C. (2017). Making abortion laws in Mexico: Salience and autonomy in the policymaking process. *Comparative Politics*, 50(1):41–59

#### On political parties:

Castro Cornejo, R. (2019). Partisanship and question-wording effects: Experimental evidence from Latin America. *Public Opinion Quarterly*, 83(1):26–45

Langston, J. (2012). The dinosaur that evolved: Changes to the PRI's gubernatorial candidate selection, 1980–2009. In Camp, R. A., editor, *The Oxford Handbook of Mexican Politics*, pages 143–166. Oxford University Press

Estévez, F., Díaz-Cayeros, A., and Magaloni, B. (2008a). A house divided against itself: The PRI's survival after hegemony. In Wong, J. and Friedman, E., editors, *Learning to Lose: Dominant Party Systems and their Transitions*. Routledge

Ames, B. (1970). Bases of support for Mexico's dominant party. *American Political Science Review*, 64(1):153–167

Craig, A. L. and Cornelius, W. A. (1995). Houses divided: parties and political reform in Mexico. In Mainwaring, S. and Scully, T., editors, *Building Democratic Institutions: Party Systems in Latin America*. Stanford University Press

Langston, J. (2007). Strong parties in a struggling party system: Mexico in the democratic era. In Webb, P. and White, S., editors, *Party politics in new democracies*. Oxford University Press, New York

Lujambio, A. (2001). Democratization through federalism? The National Action Party strategy, 1939–2000. In Middlebrook, K. J., editor, *Party Politics and the Struggle for Democracy in Mexico*, pages 47–94. Center for U.S.-Mexican Studies, University of California, San Diego, La Jolla

Magaloni, B. and Moreno, A. (2003). Catching all souls: Religion and ideology in the PAN. In Mainwaring, S. and Scully, T., editors, *Christian Democracy in Latin America: Electoral Competition and Regime Conflicts*. Stanford University Press, Stanford, California.

Shirk, D. (2001). Mexico's democratization and the organizational development of the National Action Party. In Middlebrook, K. J., editor, *Party Politics and the Struggle for Democracy in Mexico*, pages 47–94. Center for U.S.-Mexican Studies, University of California, San Diego, La Jolla p. 47–94



- Bruhn, K. (2008). The evolution of the mexican left. In Castañeda, J. G. and Morales, M. A., editors, *Leftovers: tales of the Latin American left*. Routledge, New York
- Bruhn, K. (1998). The partido de la revolución democrática: Diverging approaches to competition. In Serrano, M., editor, *Governing Mexico: Political Parties and Elections*, pages 114–137. Institute of Latin American Studies. University of London
- Mossige, D. (2013). *Mexico's Left. The Paradox of the PRD*. First Forum Press, Boulder, CO
- Semo, E. (2006). What is left of the mexican left? *Latin American Perspectives*, 33(2)

### III. Elections

#### October 19. Elections under a single-party regime

- Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 238-245
- Preston, J. and Dillon, S. (2004). *Opening Mexico: The Making of a Democracy*. Farrar Straus and Giroux, New York: 149-180

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#### October 21. 1988-2000: Democracy through the ballot box

- Camp, R. A. (2014). *Politics in Mexico*. Oxford University Press, New York: 245-251
- Bruhn, K. (2004). The making of the mexican president, 2000: Parties, candidates, and campaign strategy. In Lawson, C. and Domínguez, J., editors, *Mexico's Pivotal Democratic Election*. Stanford University Press, Stanford, CA

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#### October 26. 2000-2012: Political Polarization

- Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 251-258
- Lawson, C. (2007). How did we get here? Mexican democracy after the 2006 elections. *Political Science and Politics*, 40(1):45–48

#### October 28. 2012-2018: The Return of the PRI

- Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 258-264
- Flores-Macías, G. (2013). Mexico's 2012 elections: The return of the PRI. *Journal of Democracy*, 24(1):128–141

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#### November 2. 2018-: Lopez Obrador's sweeping victory

- Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 264-266
- Lee Anderson, J. (2018). A new revolution in Mexico. *The New Yorker*:40-49

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## November 3.

Last day to drop a course or withdraw with a 'W'

## November 4. The Mexican Voter

Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 85-119

Mini lecture: Rodrigo Castro-Cornejo (CIDE)

## November 6

Deadline for blog post # 3

### Recommended Readings:

- Gillingham, P. (2012). Mexican elections, 1910-1994: Voters, violence, and veto power. In Camp, R. A., editor, *The Oxford Handbook of Mexican Politics*, pages 53–72. Oxford University Press
- Magaloni, B. (2006). *Voting for Autocracy: Hegemonic Party Survival and Its Demise in Mexico*. Cambridge University Press, New York
- Dominguez, J. I. and Poiré, A. (1998). *Toward Mexico's Democratization: Parties, Campaigns, Elections, and Public Opinion*. Routledge
- Preston, J. and Dillon, S. (2004). *Opening Mexico: The Making of a Democracy*. Farrar Straus and Giroux, New York
- Greene, K. F. (2007). *Why Dominant Parties Lose: Mexico's Democratization in Comparative Perspective*. Cambridge University Press, New York
- Eisenstadt, T. A. (2004). *Courting democracy in Mexico: party strategies and electoral institutions*. Cambridge University Press, New York
- Schedler, A. (2000). The democratic revelation. *Journal of Democracy*, 11(4)
- Díaz-Cayeros, A. (2003). Decentralization, democratization, and federalism in Mexico. In *Dilemmas of Change in Mexican Politics*. Center for U.S.-Mexican Studies, La Jolla.
- Moreno, A. (2012). Who is the Mexican voter? In Camp, R. A., editor, *The Oxford Handbook of Mexican Politics*, pages 571–595. Oxford University Press
- Loaeza, S. (2006). Vicente Fox's presidential style and the New Mexican Presidency. *Mexican Studies/Estudios Mexicanos*, 22(1):1–32
- Chong, A., De La O, A. L., Karlan, D., and Wantchekon, L. (2015). Does corruption information inspire the fight or quash the hope? a field experiment in Mexico on voter turnout, choice and party identification. *Journal of Politics*, 77(1):55–71
- Benton, A. (2013). The territorial logic of electoral manipulation in an electoral authoritarian regime: The case of Mexico. Working Paper
- Díaz-Cayeros, A., Magaloni, B., and Ruiz Euler, A. (2012). Traditional governance, citizen engagement and local public goods: Evidence from Mexico. Working Paper
- Estévez, F., Magar, E., and Rosas, G. (2008b). Partisanship in non-partisan electoral agencies and democratic compliance: Evidence from Mexico's Federal Electoral Institute. *Electoral Studies*, 27:257–271
- Hiskey, J. T. and Bowler, S. (2005). Local context and democratization in Mexico. *American Journal of Political Science*, 49(1):57–71
- Magar, E. (2012). Gubernatorial coattails in Mexican congressional elections. *Journal of Politics*, 74(2):383–399
- Aparicio, J. (2006). Fraud or human error in Mexico's presidential election? *Voices of Mexico*, (77)
- Domínguez, J. I., Greene, K. F., Lawson, C., and Moreno, A., editors (2015). *Mexico's Evolving Democracy*. John Hopkins University Press

## IV. The Challenges Ahead

### November 9. Economic Stagnation

#### Read:

Camp, R. A. (2014). *Politics in Mexico*. Oxford University Press, New York: 295-307.

Levy, S. (2018). *Under-rewarded efforts: the elusive quest for prosperity in Mexico*. Inter-American Development Bank, Washington D.C: 1-10, 21-27.

Mini-lecture: Mariano Sánchez-Talanquer (CIDE)

### November 11. Poverty and Inequality

#### Read:

Esquivel, G. (2015). Extreme inequality in Mexico: Concentration of economic and political power. Technical report, OXFAM

Mini-lecture: Tesalia Rizzo (UC Merced)

### November 16. Race and ethnicity

#### Read:

Trejo, G. and Altamirano, M. (2016). The Mexican color hierarchy. How race and skin tone still define life chances 200 years after independence. In Hooker, J. and Tillery, A., editors, *Task Force on Racial and Class Inequalities in the Americas*, pages 3–16. American Political Science Association, Washington D.C

Mini-lecture: Melina Altamirano (Colegio de México)

### November 18: Political Culture

#### Read:

Camp, R. A. and Mattiace, S. (2019). *Politics in Mexico: the path of a new democracy*. Oxford University Press, New York: 61-84

Oppenheimer, A. (1996). *Bordering Chaos*. Little, Brown & Company, New York: 263-275

Mini-lecture: Milena Ang (UT San Antonio)

### November 23. Violence

Trejo, G. and Ley, S. (2018). Why did drug cartels go to war in Mexico? Subnational party alternation, the breakdown of criminal protection, and the onset of large-scale violence. *Comparative Political Studies*, 51(7):900–938

Mini-lecture: Jessica Zarkin (Cornell University)

### November 30. The Covid crisis

#### Read:

Readings TBD

[News analysis presentation](#)

## December 1. Film

Film: El Alcalde (Emiliano Altuna, Diego Enrique Osorno and Carlos Rossini, 2012)

## December 3

Deadline for blog post # 4

## Recommended Readings:

On economic issues:

- Hanson, G. H. (2010). Why isn't Mexico rich? *Journal of Economic Literature*, 48(4):987–1004
- Edwards, S. (1995). *Crisis and Reform in Latin America*. Oxford University Press: Chapter 10
- Pastor, M. and Wise, C. (1998). Mexican style neoliberalism: State policy and distributional stress. In Wise, C., editor, *The Post-NAFTA Political Economy*. The Pennsylvania State University Press
- Haber, S., Klein, H. S., Maurer, N., and Middlebrook, K. J. (2008). *Mexico Since 1980*. Cambridge University Press, New York
- Lustig, N. (2001). Life is not easy: Mexico's quest for stability and growth. *The Journal of Economic Perspectives*, 15(1):85–106
- Binelli, C. and Attanasio, O. (2010). Mexico in the 1990s: The main cross-sectional facts. *Review of Economic Dynamics*, 13(1):238–264
- Guerrero, I., López-Calva, L. F., and Walton, M. (2009). The inequality trap and its links to low growth in Mexico. In Levy, S. and Walto, M., editors, *No Growth Without Inequality?*, pages 111–156. The World Bank, Washington DC
- Levy, S. (2008). *Good intentions, bad outcomes : social policy, informality, and economic growth in Mexico*. Brooking Institution Press
- Villarreal, A. (2010a). Nafta and the mexican economy. Technical report, Congressional Research Service
- Elizondo Mayer-Sierra, C. (2009). Perverse equilibria: Unsuitable but durable institutions. In Levy, S. and Walton, M., editors, *No Growth Without Inequality?*, pages 157–202. The World Bank, Washington DC

On poverty policies and clientelism:

- Díaz-Cayeros, A., Estévez, F., and Magaloni, B. (2016). *The Political Logic of Poverty Relief: Electoral Strategies and Social Policy in Mexico*. Cambridge University Press
- Scott, J., Esquivel, G., and Lustig, N. (2010). A decade of falling inequality in mexico: Market forces or state action? In López-Calva, L. F. and Lustig, N., editors, *Declining Inequality in Latin America: A Decade of Progress?* Brooking Institution Press
- Levy, S. (2006). *Progress Against Poverty*. The Brookings Institution, Washington D.C
- De La O, A. L. (2015). *Crafting Policies to End Poverty in Latin America*. Cambridge University Press
- Molinar, J. and Weldon, J. A. (1994). Electoral Determinants and Consequences of National Solidarity. In Cornelius, W. A., Craig, A. L., and Fox, J., editors, *Transforming State-Society Relations in Mexico*. Center for U.S.-Mexican Studies, University of California, San Diego, La Jolla
- Dresser, D. (1994). Bringing the poor back in: National solidarity as a strategy for regime legitimation. In *Transforming State-Society Relations in Mexico*. Center for U.S.-Mexican Studies, University of California, San Diego, La Jolla

On race and ethnicity:

- Arceo-Gomez, E. O. and Campos-Vazquez, R. M. (2014). Race and marriage in the labor market: A discrimination correspondence study in a developing country. *American Economic Review*, 104(5):376–80
- Aguilar, R. (2011). Social and political consequences of stereotypes related to racial phenotypes in Mexico. Working Paper
- Villarreal, A. (2010b). Stratification by skin color in contemporary Mexico. *American Sociological Review*, 75(5):652–678
- Inclán, M. (2009). Repressive threats, procedural concessions, and the zapatista wave of protests, 1994-2003. *Journal of Conflict Resolution*, 53(5):794–819
- Trejo, G. (2012). *Popular Movements in Autocracies: Religion, Repression and Indigenous Collective Action in Mexico*. Cambridge University Press

On political culture:

- Moreno, A. (2010). Citizens' values and beliefs towards politics: Is democracy growing attitudinal roots? In Selee, A. and Peschard, J., editors, *Mexico's Democratic Challenges: Politics, Government, and Society*, pages 29–49. Woodrow Wilson Press Center, Washington D.C

- Fried, B., Lagunes, P., and Venkataramani, A. (2010). Inequality and corruption at the crossroads: A multi-method study of bribery and discrimination in Latin America. *Latin American Research Review*, 45(1):76–97
- Bravo, J. (2011). Emigration and political engagement in Mexico. Working Paper
- Almond, G. A. and Verba, S. (1963). *The Civic Culture; Political Attitudes and Democracy in Five Nations*. Princeton University Press, Princeton, NJ

On violence and crime:

- Trejo, G. and Ley, S. (2020). *Votes, Drugs, and Violence. The Political Logic of Criminal Wars in Mexico*. Cambridge University Press
- Trejo, G. and Ley, S. (Forthcoming). High-profile criminal violence: Why drug cartels murder government officials and party candidates in Mexico. *British Journal of Political Science*
- Flores-Macías, G. and Zarkin, J. (2020). Militarization and perceptions of law enforcement in the developing world: Evidence from a conjoint experiment in Mexico. Working paper
- Magaloni, B., Robles, G., and Matanock, A. M. (2020). Living in fear: The dynamics of extortion in Mexico's drug war. *Comparative Political Studies*, 53(7)
- Magaloni, B. and Rodríguez, L. (Forthcoming). Institutionalized police brutality: Torture, the militarization of security and the reform of inquisitorial criminal justice in Mexico. *American Political Science Review*
- Calderón, G., Robles, G., Díaz-Cayeros, A., and Magaloni, B. (2015). The beheading of criminal organizations and the dynamics of violence in Mexico's drug war. *Journal of Conflict Resolution*, 59(8):1455–1485
- Dube, A., Dube, O., and García-Ponce, O. (2013). Cross-border spillover: U.S. gun laws and violence in Mexico. *American Political Science Review*, 107(03):397–417
- Dube, O., García-Ponce, O., and Thom, K. (2016). From maize to haze: Agricultural shocks and the growth of the Mexican drug sector. *Journal of the European Economic Association*, 14(5):1181–1224
- Dell, M. (2015). Trafficking networks and the Mexican drug war. *American Economic Review*, 105(6):1738–79
- Shirk, D. (2011). The drug war in Mexico. Council Special Report 60, Council on Foreign Relations
- Snyder, R. and Martínez, A. D. (2009). Drugs, Violence, and State-Sponsored Protection Rackets in Mexico and Colombia. *Colombia Internacional*, (70):61–91
- Kleiman, M. A. (2012). Targeting drug-trafficking violence in Mexico: An orthogonal approach. In Zedillo, E. and Wheeler, H., editors, *Rethinking the "War on Drugs" Through the US-Mexico Prism*, pages 125–136. Yale Center for the Study of Globalization
- Poiré, A. (2012). Fighting for security in Mexico. *ReVista, the Harvard Review of Latin America*, XI(2):23–25

Op-eds Rubric	Advanced	On-Target	Inadequate
Introduction (4 points)	(4 points) The writer: <ul style="list-style-type: none"><li>• Begins with a compelling and unique lede to grab the reader's attention.</li><li>• Provides a clear and debatable thesis that makes clear the focus of the op-ed</li><li>• Makes clear on the first paragraph the relevance of the topic and the author's position.</li></ul>	(3-2 points) The writer: <ul style="list-style-type: none"><li>• Begins with a clear lede but it leaves unclear the relevance of the topic.</li><li>• Provides a clear initial claim that is not debatable</li><li>• The relevance of the topic and the author's position are clear in two or more paragraphs.</li></ul>	(1-0 points) The writer: <ul style="list-style-type: none"><li>• Skips the lede.</li><li>• Leaves unclear the thesis or author's position</li></ul>
Organization (6 points)	(6 points) <ul style="list-style-type: none"><li>• The chosen structure consistently reveals the line of reasoning for the writer's stance on the chosen issue.</li><li>• Each paragraph focuses on a single point supporting the author's argument</li><li>• Transitions also make clear the line of reasoning and create a logical flow between sentences and paragraphs.</li><li>• Provides a conclusion that is a call to action for the reader and makes clear what will happen if this issues goes unaddressed.</li></ul>	(4-3 points) <ul style="list-style-type: none"><li>• The chosen structure usually reveals the line of reasoning for the writer's stance on the chosen issue.</li><li>• There are only occasionally misplaced paragraphs or sentences.</li><li>• Some transitions obstruct the logical flow between sentences and paragraphs.</li><li>• Provides a conclusion that is a call to action for the reader.</li></ul>	(2-0 points) <ul style="list-style-type: none"><li>• The chosen structure does not make clear the line of reasoning for the writer's stance on the chosen issue.</li><li>• The arrangement of paragraphs and sentences lacks logic.</li><li>• Provides an argument that contains only one or two points.</li><li>• Does not make the connection between key points and evidence clear.</li><li>• Concludes the op-ed without providing an action plan for the reader.</li></ul>
Content (6 points)	(6 points) <ul style="list-style-type: none"><li>• Provides support for the thesis through a strong, multi-point argument.</li><li>• Analyzes each point thoroughly and discusses the connections between and across points.</li><li>• Provides strong evidence to support each point.</li><li>• Includes multiple counterarguments.</li><li>• Effectively refutes the counterarguments.</li></ul>	(4-3 points) <ul style="list-style-type: none"><li>• Makes a strong, multi-point argument:</li><li>• Analyzes each point thoroughly.</li><li>• Provides strong evidence to support each point by pulling from credible sources and presenting it persuasively.</li><li>• Includes a counterargument.</li><li>• Effectively refutes the counterargument.</li></ul>	(2-0 points) <ul style="list-style-type: none"><li>• Provides an argument that contains only one or two points.</li><li>• Does some analysis of points but could delve deeper.</li><li>• Provides little or inadequate evidence to support point.</li><li>• Has not used credible sources.</li><li>• Did not include a counterargument; or included a counterargument but does not refute it.</li></ul>
Style (5 points)	(5 points) <ul style="list-style-type: none"><li>• Voice is persuasive, authoritative, and consistently appropriate for the intended audience.</li><li>• The word choice is interesting, reflects the intended audience, and is specific to the chosen topic.</li><li>• Sentence structures are varied and complex.</li></ul>	(3-2 points) <ul style="list-style-type: none"><li>• Voice is mostly appropriate for intended audience as well as persuasive, though there may be some inconsistencies in tone</li><li>• The word choice usually reflects the intended audience and is specific to the chosen topic.</li><li>• Sentence structure is very similar throughout.</li></ul>	(1-0 points) <ul style="list-style-type: none"><li>• Voice is not appropriate for the intended audience; or shifts in tone throughout the op-ed.</li><li>• The word choice is simplistic and/or general and is not specific to the topic or intended audience.</li><li>• Op-ed employs subject/verb sentence structure with little variety.</li></ul>
Mechanics (5 points)	(5 points) <ul style="list-style-type: none"><li>• The essay contains no errors in punctuation.</li><li>• The essay is free from typos and major grammatical errors</li></ul>	(3-2 points) <ul style="list-style-type: none"><li>• Sentences are properly punctuated in most cases.</li><li>• The essay contains almost no typos or grammatical errors.</li></ul>	(1-0 points) <ul style="list-style-type: none"><li>• Contains numerous punctuation errors that affect meaning and fluidity.</li><li>• The essay contains many typos and grammatical errors</li></ul>
Sources (4 points)	(4 points) <ul style="list-style-type: none"><li>• The text contains several hyperlinks to the information sources and there is one or none text verbatim from a different source</li><li>• All sources are credible and evidence is presented persuasively.</li></ul>	(2 points) <ul style="list-style-type: none"><li>• The text has some hyperlinks to the relevant information sources and has no more than two sentences written verbatim from another source.</li><li>• Most of the sources are credible</li></ul>	(0 points) <ul style="list-style-type: none"><li>• The text has no hyperlinks to the information sources OR has no credible sources.</li><li>• The text contains multiple lines copied verbatim from other sources.</li></ul>

Presentations Rubric

Date:

Country:

Eye-contact and connection with the audience

Very poor      Below Average      Average      Above Average      Very good

Professionalism (professional posture and level of confidence)

Very poor      Below Average      Average      Above Average      Very good

Organization of the presentation and narrative

Very poor      Below Average      Average      Above Average      Very good

Appearance of powerpoint slides and visual aid

Very poor      Below Average      Average      Above Average      Very good

Quality of connection, collaboration, and coherence among presenters

Very poor      Below Average      Average      Above Average      Very good

Level of authority of the project by using credible sources and evidence

Very poor      Below Average      Average      Above Average      Very good

Creativity to motivate the audience and making the presentation interesting

Very poor      Below Average      Average      Above Average      Very good