

# **GOVT 396 – Mexican Politics in the Age of NAFTA**

Professor Todd A. Eisenstadt  
MTH 09:55AM-11:10AM/ASB 218

Instructor Office - Ward 213, phone 202-885-6493  
Office Hours Monday-Thursday 11:10-11:40 a.m., 2:00 p.m. to 4:00 p.m.  
Or by appointment arranged via e-mail  
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This course will be for upper level undergraduate and MA-level students who are majoring in GOVT, but it will also be part of the North American Studies “minor” certificate for undergraduates who may be GOVT minors. It may also serve as part of the “certificate” program in North American Studies for graduate students, provided you talk to the instructor about additional graduate student requirements.

The course is both an introduction to the comparative study of national politics in Mexico and a consideration of national-level policy changes related to the increasing integration of North America, especially since the implementation of the North American Free Trade Agreement in 1994. The main focus of the course is to give students a comparative understanding of Mexican politics, and how they fit into processes of integration with Canada and the United States. The objective of the course is to give students the background necessary in Mexican politics to contextualize events in one of the United States’ most important political, economic, and strategic allies, and to consider the viability of further integration of these three nations’ economic, social, and foreign policies in other – later – courses in the North American Certificate sequence. However, since this course is also a “stand alone” component of the Department of Government curriculum, and in the comparative politics subfield, most of the course will focus on Mexico’s actors and institutions in a comparative framework. The final few weeks of the course will also address the effects of regional integration of Mexico on the three polities, and Mexico’s foreign relations more broadly, and raise questions about the effects of integration to date, and possible further integration, on Mexico.

## **STUDENT AND PROFESSOR RESPONSIBILITIES**

By taking this class, you agree to adhere to the rules and obligations presented on this syllabus, but also acknowledge the instructor’s right to alter them, as necessary, and accept that while I will notify all students of any changes via Blackboard, these changes will first be announced in class, and all students are responsible for all material covered in class. In taking this class, you the student are bound to:

- 1) Do all required readings. You are strongly encouraged to bring questions, comments, and criticisms of the material to class. Electronic reserves are available through the course Blackboard site, where I will also post assignments and announcements, and where you will disseminate class discussion notes
- 2) Attend all class sessions. If you are late to class and I pass around an attendance sheet, you will be considered absent. (It is very distracting and disrespectful to me and the rest of the class to have people walking in late.) Your class participation grade (12 percent of total) will be based on your attendance. If you miss more than one or two classes, I will need a written medical verification to avoid having to penalize your grade. If you miss a class, it is your responsibility to find another student in the class to loan you notes and tell

- you what happened in class. If you know in advance that you will need to leave early, you should notify the instructor before the class period begins and minimize disruption.
- 3) Turn all assignments in on time (including talking points exercises, which are due – COMPLETED AND IN WORD PROCESSED FORMAT – at the beginning of class on the day they are to be presented (indicated beneath each class reading assignment). Grades for all late assignments will be reduced 5% per day. As a part of every written assignment, students are required to backup all work to avoid computer malfunctions. If you do not know how to backup documents, you may call the computer center’s helpline. Since all work will be backed up on the mainframe, in the event of a catastrophic computer failure on your pc, you will only lose one hour of work. Thus, you will be allowed ONE ADDITIONAL HOUR after class to remedy any catastrophic computer problems which force you to lose the work not backed up (assuming you back up every hour as advised).
  - 4) Show respect for me and your colleagues by paying attention and actively participating in class discussions. If you are conducting private conversations, Instant Messaging friends, sleeping in class, reading during lectures, or otherwise detracting from the learning environment, such acts will be noted and your participation grade will suffer (and I will not even advise you of this until the behavior threatens the learning environment on multiple occasions). I insist that cellular phones be turned off prior to class and that laptops be used for class-related functions only (rather than surfing the web, etc.).
  - 5) Give the class your best effort. Participate, read, and leave yourself the proper time to prepare. We have an interesting and relevant array of topics to cover; and you can maximize your enjoyment and learning by coming prepared and giving your best effort.

In teaching this class, I the professor am bound to:

- 1) Design a syllabus which clearly lays out your obligations and mine, and then follow it as closely as possible (with the flexibility to allow for contingencies that arise, but the structure to allow students to know exactly what is expected of them). Make readings and other materials available on e-reserves, the bookstore, or a web address.
- 2) Organize and prepare fully for each session, and present the material in a lucid manner, using a range of pedagogical approaches and presentations, which helps clarify concepts and issues.
- 3) Be available to you during office hours or at other times outside of class (provided you e-mail ahead for an appointment). I strongly encourage the use of e-mail to address procedural and administrative questions, but would prefer that substantive questions be raised in person. If you cannot make it to my scheduled office hours, let me know with a reasonable “lead time” and we will schedule a time to meet.
- 4) Give the class my best effort. Grade written assignments within a reasonable period unless I have research presentations to give out of town or some other work-related commitment, which I will convey to you. I will strive, barring such complications, to have shorter assignments back to you within a week of submission, and longer assignments (such as term papers) back within 1.5 weeks of submission, assuming you turn them in on time. I also pledge to give you feedback, especially on your longer written work, and to grade fairly and in a manner that allows you to know how you might improve your work.

Ultimately, my job is to do my best to help you learn the material, but also more broadly, to help you learn to write, communicate, think abstractly, and understand world affairs. I pledge to make all reasonable efforts towards this goal.

By taking this class, you agree to adhere to the rules and obligations presented on this syllabus, and also acknowledge the instructor's right to alter them, as necessary, and accept that while I will notify all students of any changes via Blackboard, these changes will first be announced in class, and all students are responsible for all material covered in class, as well as for the readings.

### **ACCOMODATING SPECIAL NEEDS/REQUESTS**

If you have a disability and might require accommodations in this course, please notify me with a letter from Academic Support Center (ASC) or Disability Support Services (DSS) early in the semester (**by the third full week of classes**) so that we can address your needs and in a timely manner. I will be glad to work with you, but will not make accommodations for assignments after they are due. Note also that you will need a good (i.e. medical or "life event") reason to have tests and assignments rescheduled, and must petition such changes in writing (with documentation) **two weeks before due dates** (with exception made only for unplanned and catastrophic events).

If you experience difficulty in this course for any reason, please don't hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

**Academic Support Center** (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle-Tompkins 228.  
**Counseling Center** (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.  
**Disability Support Services** (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

### **ACADEMIC INTEGRITY CODE**

Standards of academic conduct are set forth in the University's Academic Integrity Code, <http://www.american.edu/academics/integrity/code01.htm>. All examinations, tests, written papers and other assignments are required to be completed according to the standards set forth in this code. By registering for this class, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to the particular requirements for this course. Failure to comply with the requirements of the Academic Integrity Code can result in failure in the course, as well as more serious academic sanctions.

You are strongly encouraged to bring questions, comments, and criticisms of the material to class. Electronic reserves are available through the course Blackboard site, where I will also post assignments and announcements, and where you will disseminate class discussion notes. And while I do encourage the use of e-mail to address procedural and administrative questions, I would very much prefer that substantive questions be raised in person. If you cannot make it to my scheduled office hours, let me know and we will schedule a time to meet. I also insist that cellular phones be turned off prior to class, and that laptops be used for class-related functions only (rather than surfing the web, etc.).

## **MATERIALS REQUIRED**

Books for purchase or extensive consultation on reserve in the library:

Camp, Roderic Ai. 2007. *Politics in Mexico*. 5<sup>th</sup> ed. New York: Oxford University Press.

Mattiace, Shannan L. 2003. *To See With Two Eyes: Peasant Activism and Indian Autonomy in Chiapas, Mexico*. Albuquerque: University of New Mexico Press.

Additionally, you may access the four case studies from the following three sites (some “hard copies” of the first three – from sites 1 and 2 are also available at the bookstore, and on reserve in the library):

1) <http://www.guisd.org/>

Pew Case 160 – “Thinking Locally, Acting Globally: Congressman Jim Walsh and the NAFTA Vote,” by Mary E. Lovely

Pew Case 233 – “Mexico Confronts the Peso Crisis,” by James W. Joseph

2) <http://www.ksgcase.harvard.edu/search.asp>

Kennedy Case Study 1756.0 “Implementing NAFTA in Aguascalientes (Part A): How One Mexican State Responded to the Possibilities and Problems of Free Trade (1992-1994)” by Susan Rosegrant and Edgar Raymundo Aragon-Mladosich

Kennedy Case Study 1841: “Change in Chignahuapan: Reforming a Municipal Government in Mexico” by Jonathan Schlefer

Kennedy Case Study 1694 “Battling for Rule of Law in Mexico City” by Pamela Varley

3) [http://www.american.edu/ia/cdem/pdfs/case\\_study\\_1.pdf](http://www.american.edu/ia/cdem/pdfs/case_study_1.pdf)

“*Usos y Costumbres* Traditional Leader Selection in Oaxaca, Mexico: Expression of Cultural Rights or Violation of Democratic Electoral Norms?” by Todd Eisenstadt [free download from AU’s Center for Democracy and Election Management website]

One other case study draft (for presentation April 3) will be handed out by March 20, and a Blackboard “e-reserves” site has been established containing required and recommended readings not available on physical reserve.

## **GRADING POLICIES**

Grades will be allocated as follows:

A: for superior work (92-100 on scale)

A-: for excellent work (90 or 91 on scale)

B+: for very good work (88 or 89 on scale)

B: for good work (82-88 on scale)

B-: for work between good and just satisfactory (80 or 81 on scale)

C+: for high satisfactory (78 or 79 on scale)

C: for satisfactory work (72-78 on scale)

C-: for borderline satisfactory work (70 or 71 on scale)

D: for work which is not satisfactory, not completed, or demonstrative of some other failure on the student’s part (such as to participate in class)

E, F: failure to meet any of the minimum course goals

## **HOW GRADES WILL BE DETERMINED:**

### **Final Exam: 25 percent of final grade**

This will consist of at least two essays, and some short answer questions, drawn from across the course. You will be expected to structure a rigorous argument, build your case with compelling evidence, and write clearly.

### **Midterm Exam: 20 percent of final grade**

This will consist of at least one essay, and some short answer questions, drawn from across the course to date. You will be expected to structure a rigorous argument, build your case with compelling evidence, and write clearly.

### **Short Paper: 20 percent of final grade**

This assignment is an essay (8-10 pages) on a topic suggested by the instructor or agreed upon by the instructor and student (only if the student meets with the instructor beforehand and submits a one-page proposal stating the thesis of the paper and evidence and sources to be drawn upon in seeking to confirm the thesis, three weeks before the paper is due). These will be “synthesis” papers, rather than research papers, but will require students to cite class readings and other sources, but in the development of, and defense of, a thesis argument. You will be expected to structure a rigorous argument, build your case with compelling evidence, and write clearly.

### **Case Study Talking Points and Participation: 28 percent of final grade (4 percent each for seven)**

You will be required to turn in brief, one-page “talking point” comments which will be checked at the beginning of class on days when formal “case study” class discussions are being held. While most of your grade will be based on submission of your notes, a portion will also be based on your participation in these class discussions. Students missing class on days when case study discussions are scheduled cannot make up the participation part of the grade. You will be given more guidance on what is expected early in the semester.

### **Class Participation: 7 percent of final grade**

You will be expected to arrive on time to every course meeting well-read and prepared to actively contribute to discussions. Half of this grade will be based strictly on attendance, determined by periodic attendance checks. The other half of this grade will be determined by your participation in class, based on the instructor’s tracking of who comes prepared and contributes to class discussions. Here, students will be rewarded who have done the readings and come to class with questions or exclamations related to the readings, and who have a high current events literacy and are able to tie world affairs to issues covered in class. If the class as a whole appears to arrive under-prepared on a regular basis, I reserve the right to administer pop quizzes, which may count for up to 7 percent of your grade (based on a reallocation of the aforementioned grade weightings). Given that this is an upper division class, I will expect no disruptions (talking while someone is presenting, cell phone ringing, etc.) or any forms of failure to respect your instructor or fellow students. Needless to say, such acts will be penalized.

## **TOPIC AND READING SCHEDULE**

Required readings beneath each class topic listing must be completed before class.

Recommended readings are given as an optional resource only (and you will not be held responsible for them).

## **January 14 - Introduction to the Course and Mexico's Political Polarization**

RECOMMENDED ONLY: Camp, 1-24.

Eisenstadt, Todd A. 2006. "Mexico's Mission: Bridge the Divide," in *Christian Science Monitor*, August 3, 2006. <http://www.csmonitor.com/2006/0803/p09s01-coop.html>

## **Part I: The Twentieth Century Roots of Modern Mexican Politics**

### **January 17 – The Mexican Revolution and its Legacies**

REQUIRED: Knight, Alan. 1992. "Mexico's elite settlement: conjuncture and consequences," in John Higley and Richard Gunther, eds. *Elites and Democratic Consolidation in Latin America and Southern Europe*. New York: Cambridge University Press, 113-145.

RECOMMENDED: Womack, John, Jr. 1969. *Zapata and the Mexican Revolution*. New York: Alfred A. Knopf. Passim.

Guzmán, Martín Luis. 2002. "Zapatistas in the Palace," in Joseph, Gilbert M. and Timothy J. Henderson, eds. *The Mexico Reader – History, Culture, Politics*. Durham: Duke University Press. 351-356.

### **January 21 – MLK DAY; NO CLASS**

### **January 24 – The Age of the Great Isms: Presidentialism, Corporatism and Statism**

REQUIRED: Garrido, Luis Javier. 1989. "The Crisis of Presidencialismo," in Wayne Cornelius, Judith Gentleman, and Peter H. Smith, eds. *Mexico's Alternative Political Futures*. La Jolla: Center for U.S.-Mexican Studies, University of California, San Diego. 417-434.

REQUIRED: Stevens, Evelyn. 1977. "Mexico's PRI: The Institutionalization of Corporatism?," in James Molloy, ed. *Authoritarianism and Corporatism in Latin America*. Pittsburgh: University of Pittsburgh Press. 227-258.

RECOMMENDED: Brandenburg, Frank. 1964. *The Making of Modern Mexico*. Englewood Cliffs, N.J.: Prentice-Hall Inc. 1-18.

RECOMMENDED: Wilkie, James W. 1968. *The Mexican Revolution: Federal Expenditure and Social Change Since 1910*. Berkeley: U of California Press. 3-65.

### **January 28- Crisis, Corruption, and Tenuous Political Opening in the 1980s**

REQUIRED: Cordoba, José. 1994. "Mexico," in John Williamson, ed. *The Political Economy of Economic Policy Reform*. Washington: Institute for International Economics. 232-284.

RECOMMENDED: Judith A. Hellman. 1994. "Mexican Popular Movements, Clientelism, and the Process of Democratization," *Latin American Perspectives*, 21, 2 (Spring): 124-42.

RECOMMENDED: Williams, Heather. 2002. "Debtors' Revenge: The *Barzon* Movement's Struggle against Neoliberalism," in Joseph, Gilbert M. and Timothy J. Henderson, eds. *The Mexico Reader: History, Culture, Politics*. Durham: Duke University Press. 670-683.

RECOMMENDED: Simon, Joel. 2002. "The Sinking City," in Joseph, Gilbert M. and Timothy J. Henderson, eds. *The Mexico Reader – History, Culture, Politics*. Durham: Duke University Press. 520-535.

### **January 31 – A Graphic Depiction of Mexican Politics Under PRI Hegemony**

Multimedia: *Ley De Herodes* DVD (2003)

NOTE: While it is a wonderful "dark comedy" and an accurate depiction of civic life in a small town at the height of PRI dominance, this is also an "R"-rated movie with some nudity and adult language. If you'd prefer not to see it, please notify the instructor ahead of time and you will be given an alternative assignment.

REQUIRED: Hansen, Roger D. 1971. *The Politics of Mexican Development*. Baltimore: Johns Hopkins University Press. 83-95.

REQUIRED: Eisenstadt 2004, 32-59, 93-129.

### **February 4– NAFTA and All That**

Talking points due for Pew Case 160 – "Thinking Locally, Acting Globally: Congressman Jim Walsh and the NAFTA Vote," by Mary E. Lovely

### **February 7– Thunder on the Right and Left: Opposition Parties and Democratization**

By this date, instructor will hand out topics for your term paper.

REQUIRED: Eisenstadt 2004, 162-233.

### **February 10– Crisis, Corruption and Incremental Political Opening in the 1990s I**

Multimedia: *Murder, Money and Mexico: The Rise and Fall of the Salinas Brothers*, WGBH Boston/Frontline (1997).

REQUIRED: Mattiace 1-82.

RECOMMENDED: Alma Guillermoprieto, "Letter from Mexico City: Losing the Future," *The New Yorker*, April 4, 1994, pp. 53-56; Alma Guillermoprieto, "Letter from Mexico City: The Riddle of Raúl," *The New Yorker*, June 2, 1997, pp. 36-47.

RECOMMENDED: Fox, Jonathan. 1994. "The Difficult Transition from Clientelism to Citizenship." *World Politics* 46(2): 151-84.

RECOMMENDED: Ros, Jaime and Nora Claudia Lustig. 2003. "Economic liberalization and income distribution in Mexico," in Eckstein, Susan Eva and Timothy P. Wickham-Crowley, eds. *Struggles for social rights in Latin America*. New York: Routledge 125-146.

RECOMMENDED: Eckstein, Susan. 2001. "Poor People Versus the State and Capital: Anatomy of a Successful Community Mobilization for Housing in Mexico City," in Eckstein, Susan, ed. *Power and popular protest: Latin American social movements*. Berkeley: University of California Press, 2001. 329-350.

## **February 14 –Crisis, Corruption and Incremental Political Opening in the 1990s II**

Talking points due for Pew Case 233 – James W. Joseph, "Mexico Confronts the Peso Crisis."

RECOMMENDED: G. Gerrefi and M.A. Martinez, "Mexico's Economic Transformation Under NAFTA," in Crandall, Russell et. al, eds. *Mexico's Democracy at Work – Political and Economic Dynamics*. Boulder: Lynne Rienner Publishers. 119-152. NOTE: Due to copyright restrictions, this chapter is available on physical reserves in the library only.

## **February 18: An Abrupt End to *Presidentialismo* and PRI Dominance**

Talking points due for Kennedy Case Study 1841: Change in Chignahuapan: Reforming a Municipal Government in Mexico"

Suggested short paper assignments to be given in class (to students who did not submit their own topics to instructor).

REQUIRED: Eisenstadt 2004, 234-269.

REQUIRED: Camp, 79-106.

RECOMMENDED: Langston, Joy. 2003. "Rising from the Ashes? Reorganizing and Unifying the PRI's State Party Organizations after Electoral Defeat," in *Comparative Political Studies*, Vol. 36, No. 3, 293-318.

RECOMMENDED: Eisenstadt, Todd A. and Alejandro Poiré. 2005. "Campaign Finance and Playing Field 'Levelness' Issues in the Run-up to Mexico's July 2006 Presidential Election," University of California e-Scholarship repository working paper, at [http://repositories.cdlib.org/usmex/eisenstadt\\_poire/](http://repositories.cdlib.org/usmex/eisenstadt_poire/)

## **PART II - Mexico's Contemporary Political Institutions and Actors**

### **February 21- Degrees of Presidential Power**

Undergraduates seeking to generate their own paper topic, and **all graduate students**, must submit a one-paragraph statement of intended thesis and content by this class meeting.

REQUIRED: Camp, 176-201.

REQUIRED: Lehoucq, Fabrice et al. 2005. "Political Institutions, Policymaking Processes, and Policy Outcomes in Mexico." Washington, D.C.: Inter-American Development Bank. Typescript.

RECOMMENDED: Linz, Juan. 2001. "The Perils of Presidentialism," *The Global Resurgence of Democracy*. Baltimore: Johns Hopkins University Press. 124-142.

RECOMMENDED: Horowitz, Donald, Juan Linz, and S. M. Lipset. 2001. Debate, "Presidents vs. Parliaments," *The Global Resurgence of Democracy*. Baltimore: Johns Hopkins University Press. pp. 143-161.

RECOMMENDED: Mainwaring, Scott and Matthew Soberg Shugart. 1997. "Presidentialism and Democracy in Latin America: Rethinking the Terms of the Debate," in Scott Mainwaring and Matthew Soberg Shugart, eds. *Presidentialism and Democracy in Latin America*. New York: Cambridge University Press. pp. 12-54.

### **February 25 –Political and Economic Policies Under Fox and Calderón**

REQUIRED: Camp, 273-302.

REQUIRED: Crandall, Russell, "Mexico's Domestic Economy: Policy Options and Choices," in Crandall, Russell et. al, eds. *Mexico's Democracy at Work – Political and Economic Dynamics*. Boulder: Lynne Rienner Publishers. 119-152.

RECOMMENDED: Loeza, Soledad. 2006. "Vicente Fox's Presidential Style and the New Mexican Presidency," in *Mexican Studies/Estudios Mexicanos* 22 (1: Winter 2006), 1-33.

RECOMMENDED: Wise, Carol and Manuel Pastor. 2005. "The Lost Sexenio: Vicente Fox and the New Politics of Economic Reform in Mexico," in *Latin American Politics and Society*, Vol. 47, Issue 4, p135-160.

### **February 28 - The Rise – and Gridlock - of the Mexican Congress**

REQUIRED: Ugalde, Luis Carlos. 2000. *The Mexican Congress – Old Player, New Power*. Washington: Center for Strategic and International Studies. 121-169.

RECOMMENDED: Weldon, Jeffrey A. 2006. "The Spring 2005 Term of the Mexican Congress," typescript of CSIS Mexico Project Mexican Congressional Report Series, March 2006. [http://www.csis.org/component/option,com\\_csis\\_pubs/task,view/id,2871/type,1/](http://www.csis.org/component/option,com_csis_pubs/task,view/id,2871/type,1/)

### **March 3 – Discovering the Judicial Branch**

REQUIRED: Schatz, Sara, Hugo Concha, and Ana Laura Magaloni Kerpel. 2007. "The Mexican Judicial System: Continuity and Change in a Period of Democratic Consolidation," in Cornelius, Wayne A. and David A. Shirk, eds. *Reforming the Administration of Justice in Mexico*. San Diego: Center for US-Mexican Studies. 197-224.

RECOMMENDED: Magaloni, Beatriz and Guillermo Zepeda. 2004. "Democratization, judicial and law enforcement institutions, and the rule of law in Mexico," in Middlebrook, Kevin. *Dilemmas of political change in Mexico*. London: Institute for Latin American Studies. 168-197.

RECOMMENDED: O'Donnell, Guillermo, "Horizontal Accountability: The Legal Institutionalization of Mistrust," in Mainwaring, Scott and Christopher Welna, eds. 2003. *Democratic Accountability in Latin America*. New York: Oxford University Press. 34-54.

## **MIDTERM IN CLASS MARCH 6**

## **SPRING BREAK MARCH 10 TO 14**

### **March 17– Decentralization and Development Policy**

REQUIRED: de Remes, Alain, "Democratization and Dispersion of Power: New Scenarios In Mexican Federalism," in *Mexican Studies/Estudios Mexicanos* 22 (1: Winter 2006), 175-204.

REQUIRED: Reyes-Heroles, Federico. 2005. "Mexico's Changing Social and Political Landscape," in Crandall, Russell et. al, eds. *Mexico's Democracy at Work – Political and Economic Dynamics*. Boulder: Lynne Rienner Publishers. 39-60.

RECOMMENDED: Appendini, K. 2002. "The Challenges to Rural Mexico in an Open Economy," in Tulchin, Joseph S. and Andrew D. Selee, eds. *Mexico's Politics and Society in Transition*. Boulder: Lynne Rienner Publishers. 255-276.

RECOMMENDED: Garrido, Celso. 2004. "Mexico's financial system and economic development," in Middlebrook, Kevin, ed. 2003. *Confronting development: assessing Mexico's economic and social policy challenges*. Stanford: Stanford University Press. 89-122.

RECOMMENDED: Urquidi, Victor L. 2004. "Mexico's development challenges," in Middlebrook, Kevin, ed. 2003. *Confronting development: assessing Mexico's economic and social policy challenges*. Stanford: Stanford University Press. 561-576.

RECOMMENDED: Langewiesche, William. 2002. "The Maquiladoras," in Joseph, Gilbert M. and Timothy J. Henderson, eds. *The Mexico Reader – History, Culture, Politics*. Durham: Duke University Press. 698-707.

### **March 20 – The Ongoing Struggle for Human Rights**

Multimedia: PBS Wide Angle (2005): "Cause for Murder" also at <http://www.pbs.org/wnet/wideangle/shows/mexico/resources.html>

REQUIRED: Human Rights Watch. 2006. *Lost in Transition: Bold Ambitions, Limited Results for Human Rights Under Fox*. New York: Human Rights Watch. 69-110 available at <http://www.hrw.org/reports/2006/mexico0506/mexico0506web.pdf>

### **March 24 – Fighting Crime and Corruption: The Case of Mexico City**

Talking points due Kennedy Case Study 1694 "Battling for Rule of Law in Mexico City" by Pamela Varley

REQUIRED: Silva, Carlos. 2007. "Police Abuse in Mexico City," in Cornelius, Wayne A. and David A. Shirk, eds. *Reforming the Administration of Justice in Mexico*. San Diego: Center for US-Mexican Studies. 175-196.

### **March 27 The Informal Sector: From the Drug Trade to Rummage Collectors**

REQUIRED: Chabat, Jorge. 2002. "Mexico's War on Drugs: No Margin for Maneuver," in *The Annals of the American Academy of Political and Social Science*, Vol. 582, No. 1, 134-148.

REQUIRED: Ramírez Sáiz, Juan Manuel. 2006. "Informal Politics in the Mexican Democratic Transition: The Case of the People's Urban Movement," in Fernández-Kelly, Patricia and Jon Shefner, eds. *Out of the Shadows: Political Action and the Informal Economy in Latin America*. University Park: Pennsylvania State University Press, 219-240.

RECOMMENDED: Medina, Martin. 2003. "The Cardboard Collectors of Nuevo Laredo," in Eckstein, Susan Eva and Timothy P. Wickham-Crowley, eds. *Struggles for social rights in Latin America*. New York: Routledge.

### **March 31 – Interest Groups after Corporatism**

REQUIRED: Camp, 136-175.

REQUIRED: Grayson, George. 2004. "Mexico's Semicorporatist Regime," in Howard J. Wiarda, ed. *Authoritarianism and Corporatism in Latin America – Revisited*. Gainesville: University of Florida Press. 1-28.

RECOMMENDED: Camp, Roderic Ai. 2004. "Mexico's Armed Forces: Marching to a democratic tune?" in Middlebrook, Kevin, ed. *Dilemmas of political change in Mexico*. London: Institute for Latin American Studies. 353-372.

RECOMMENDED: Luna, Matilde. 2004. "Business and Politics in Mexico," in Middlebrook, Kevin, ed. *Dilemmas of political change in Mexico*. London: Institute for Latin American Studies. 332-352.

RECOMMENDED: Lawson, Chappell H. 2004. "Building a fourth estate: media opening and democratization in Mexico," in Middlebrook, Kevin, ed. *Dilemmas of political change in Mexico*. London: Institute for Latin American Studies. 373-402.

RECOMMENDED: Bensusan, Graciela, "A new scenario for Mexican trade unions: changes in the structure of political and economic opportunities," in Middlebrook, Kevin, ed. *Dilemmas of political change in Mexico*. London: Institute for Latin American Studies. 237-285.

RECOMMENDED: Mackinlay, Horacio. 2004. "Rural producers' organizations and the state in Mexico: the political consequences of economic restructuring," in Middlebrook, Kevin, ed. *Dilemmas of political change in Mexico*. London: Institute for Latin American Studies. 286-332.

### **April 3 – The Oaxaca Mobilization of 2006 as Conflict Between Old Governance and New Ways (guest lecture by Michael Danielson)**

Talking Points due for "*Usos y Costumbres* Traditional Leader Selection in Oaxaca, Mexico: Expression of Cultural Rights or Violation of Democratic Electoral Norms?"  
[http://www.american.edu/ia/cdem/pdfs/case\\_study\\_1.pdf](http://www.american.edu/ia/cdem/pdfs/case_study_1.pdf)

## **April 7 – The Zapatista Rebellion and Mexico’s Indigenous Movement**

REQUIRED: Mattiace 87-139.

RECOMMENDED: Subcommandante Marcos. 2002. “The Long Journey from Hope to Despair,” in Joseph, Gilbert M. and Timothy J. Henderson, eds. *The Mexico Reader – History, Culture, Politics*. Durham: Duke University Press. 646-654.

RECOMMENDED: Raúl Benítez Manaut, Andrew Selee, and Cynthia J. Arnson. 2003. “Frozen Negotiations: The Peace Process in Chiapas,” in *Mexican Studies/Estudios Mexicanos* 22 (1: Winter 2006), 131-152.

## **III. Mexico, NAFTA, and Hemispheric Integration**

### **April 10– Continuity and Change in US-Mexican Relations**

REQUIRED: Valdés-Ugalde, Francisco. 1999. “Janus and the Northern Colossus: Perceptions of the United States in the Building of the Mexican Nation,” in *The Journal of American History*, 86: 2 (Sep., 1999), 568-600 and also online at <http://www.indiana.edu/~jah/mexico/fvaldes.html>

REQUIRED: Hufbauer, Gary Clyde and Jeffrey J. Schott. 2005. *NAFTA Revisited – Achievements and Challenges*. Washington: Institute for International Economics. 1-78, 467-492.

### **April 14– The Immigration Debate**

Talking Points due for AU doctoral student Mike Danielson’s study "The Local Politics of Immigration Policy in North San Diego County" (to be handed out to class by April 14).

REQUIRED: Donnelly, Robert and David A. Shirk. 2006. *Border Brief: Trans-Border Migration and Development*. Available online at [www.sandiego.edu/tbi](http://www.sandiego.edu/tbi).

RECOMMENDED: Manuel Orozco et al. 2005. “[Transnational Engagement, Remittances and Their Relationship to Development in Latin America and the Caribbean](http://thediologue.org/publications/2005/summer/trans_engagement.pdf),” typescript available at [http://thediologue.org/publications/2005/summer/trans\\_engagement.pdf](http://thediologue.org/publications/2005/summer/trans_engagement.pdf)

### **April 17– The Intermestic Agenda: 9/11, Border Security, and Drug Traffic**

Short papers due at beginning of class.

REQUIRED: General Accounting Office. 2007. *U.S. Assistance Has Helped Mexican Counternarcotics Efforts, but the Flow of Illicit Drugs into the United States Remains High*. Washington, D.C.: General Accounting Office.

REQUIRED: Latin American Working Group. 2007. *LAWG Advocate: Plan Mexico Unveiled*. Online at [http://www.lawg.org/countries/mexico/alert\\_12-1-07.htm](http://www.lawg.org/countries/mexico/alert_12-1-07.htm)

RECOMMENDED: Serrano, Mónica, "Bordering on the Impossible: US-Mexico Security Relations After 9/11," in Andreas, Peter and Thomas J. Biersteker, eds. 2003. *The Rebordering of North America*. New York: Routledge Press. 46-67.

#### **April 21 – NAFTA and Possible Further Hemispheric Integration**

Talking Points due for Kennedy Case Study 1756.0 "Implementing NAFTA in Aguascalientes (Part A): How One Mexican State Responded to the Possibilities and Problems of Free Trade (1992-1994)" by Susan Rosegrant and Edgar Raymundo Aragon-Mladosich

REQUIRED: "Free trade on trial," in *The Economist*, January 3, 2004, 13-16.

#### **April 24 – Mexico's 21<sup>st</sup> Century Place in the World**

REQUIRED: Camp, 244-272.

REQUIRED: "Mexico's quest for an international role," in *Latin American Special Report*, June 2005, SR-05-03 (1-16).

REQUIRED "The sucking sound from the East," in *The Economist*, July 26, 2003, 35-36.

RECOMMENDED: Storrs, K. Larry. 2006. "Mexico-US Relations: Issues for the 109<sup>th</sup> Congress," CRS Report for Congress. Washington, DC: Congressional Research Service (or more recent update, if posted on Blackboard).

#### **April 28 – Conclusions: Mexican Politics, Globalization, and the Road Ahead**

No additional readings

**Final exam in class May 1, 8:30 a.m.-11 a.m.** Location to be confirmed.