



HTST 410.2 Mexico City: Past and Present

University of Calgary
 Department of History
 2023

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Course Description and Objectives:

This course is an intensive examination of the past and present of one of the most fascinating cities in the world, Mexico City. Paying particular attention to space and place, we will examine the historical processes (political, intellectual, ecological, social, and cultural) that are manifest in the urban development of the megacity. By focusing primarily on three parts of the city – Xochimilco, Chapultepec, and Tlatelolco – we will examine through the lens of each location environmental, cultural, political history in the pre-Hispanic, colonial, and modern periods. By taking this class in Mexico City, students will be able to visit each of these locations, as well as several other significant museums and archaeological sites. Successful students will develop critical analysis, writing, research, and oral presentation skills, and will engage in experiential learning.

Required Reading:

Conway, Richard M. *Islands in the Lake: Environment and Ethnohistory in Xochimilco, New Spain*. New York: Cambridge University Press, 2021.

Vitz, Matthew. *A City on a Lake: Urban Political Ecology and the Growth of Mexico City*. Durham: Duke University Press, 2018.

Carey, Elaine. *Plaza of Sacrifices: Gender, Power, and Terror in 1968 Mexico* 1991. Albuquerque: University of New Mexico Press, 2005.

Required texts are available for purchase at the bookstore, and have been placed on reserve at the library. Additional readings will be posted on d2l. **Students are strongly encouraged (but not required) to do the readings in advance of our departure so that they can immerse themselves fully in the culture of Mexico City during the week of travel.**

Suggested Reading:

Students who do not have a background in Mexican or Latin American history are encouraged to review this short accessible textbook before doing the other readings.

Buchenau, Jürgen. *Mexican Mosaic*. Wheeling, IL: Harlan Davidson, 2008.

“The History Student’s Handbook: A Short Guide to Writing History Essays” (available at <http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook1.pdf>).

Course Outline

Monday, May 1, 2023 1-3 pm, SS 623

Pre-Departure Meeting, led by GSP Staff

Tuesday, May 2, 2023 1-4 pm, SS 623

Pre-Departure Academic Meeting, led by Prof. Kiddle

Monday, May 29, 2023 1-3 pm, SS 623

Follow-Up Academic Meeting, led by Prof. Kiddle

Chapultepec

Vitz, Matthew. *A City on a Lake: Urban Political Ecology and the Growth of Mexico City*. Durham: Duke University Press, 2018.

Wakild, Emily. “Naturalizing Modernity: Urban Parks, Public Gardens, and Drainage Projects in Porfirian Mexico City.” *Mexican Studies/Estudios Mexicanos* 23:1 (Winter 2007): 101-123.

Del Valle, Ivonne. “On Shaky Ground: Hydraulics, State Formation, and Colonialism in Sixteenth-Century Mexico.” *Hispanic Review* 77: 2 (Spring 2009): 197-220.

Xochimilco

Conway, Richard M. *Islands in the Lake: Environment and Ethnohistory in Xochimilco, New Spain*. New York: Cambridge University Press, 2021.

Banister, Jeffrey M. and Stacie G. Widdifield. “This History and Visual Culture of Mexico City’s Xochimilco Potable Water System during the Porfiriato.” *Oxford Research Encyclopedia of Latin American History*.

Aguilar, Adrian Guillermo and Flor M. López. “Water Insecurity among the Urban Poor in the Peri-urban Zone of Xochimilco, Mexico City.” *Journal of Latin American Geography* 8: 2 (2009): 97-123.

Tlatelolco

Carey, Elaine. *Plaza of Sacrifices: Gender, Power, and Terror in 1968 Mexico* 1991. Albuquerque: University of New Mexico Press, 2005.

Estarellas, Juan. "The College of Tlatelolco and the Problem of Higher Education for Indians in 16th Century Mexico." *History of Education Quarterly* 2: 4 (Dec., 1962): 234-243.

Walker, Louise E. Chapter 6: "Earthquake: Civil Society in the Rubble of Tlatelolco, 1985-1988." *Waking from the Dream: Mexico's Middle Classes after 1968*. Stanford: Stanford University Press, 2013.

Assignments:

I. Streetwise History

Tannenbaum, Barbara. "Streetwise History: The Paseo de la Reforma" In *Rituals of Rule*, edited by William H. Beezley, William E. French and Cheryl E. Martin. Wilmington, DE: SR Books, 1994.

Students will complete a short (5 page) written assignment on a Mexico City monument of their choosing (e.g. Monument to the Revolution, Independence Monument, among others). In this reflective assignment, students will be encouraged to include personal photographs and ephemera from their time in Mexico City. Due May 29, 2023 in our follow-up meeting.

II. Document Analysis

Students will choose and analyse a document from among those provided by the instructor, with reference to the assigned readings and additional scholarly sources identified by the student. Essays should be approximately 8 pages (2000 words) in length. Be sure to consult *The History Student's Handbook* for help with footnotes. The essay will be assessed on the basis of both the clarity of argument and writing effectiveness (grammar, style, etc.). Bibliographies must include at least 10 scholarly sources. Due June 19, 2023

Course Grading:

Participation	30%
Streetwise History (due May 29, 2023)	30%
Research Essay (due June 19, 2023)	40%

There is no Registrar-scheduled final exam.

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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

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

Writing

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

Academic Misconduct

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

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

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The](#)

[History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

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

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

Academic Accommodation

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

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

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic

versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

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

Freedom of Information and Protection of Privacy

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

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments."

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student

participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

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

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

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