

**General Education Course Information Sheet**  
*Please submit this sheet for each proposed course*

*Department & Course Number*      History 98T  
*Course Title*      Narco-mundo: How *Narcotraficantes* Gained Control of Northern Mexico

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis \_\_\_\_\_
- Social Analysis XX

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course explores the genesis of the War on Drugs within the proper historical context of major historical developments that deal with United States, Mexico, and Latin American History in a comparative perspective.

3. List faculty member(s) and teaching fellow who will serve as instructor (give academic rank):

Carlos Armando Hernandez

4. Indicate what quarter you plan to teach this course:

2012-2013      Winter XX      Spring \_\_\_\_\_

5. GE Course units      5

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

The purpose of this course is twofold. First, students will learn about historiography; primary and secondary sources; practical uses of textbooks, and anthologies; researching a history paper; and using new media and technology. Secondly, students will be presented with a survey of the War on Drugs within the proper historical context of the Americas.

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|----------------------------------|--|
| □ Integrative Learning           | Students will learn to synthesize and compare a multi-disciplinary analysis and theoretical approach in order to understand the basic underpinnings of Mexico's War on Drugs and its impact on the region.   |
| □ Ethical Implications           | Level of collusion between Mexican military officials and political leaders with drug traffickers and drug trafficking organizations.  |
| □ Cultural Diversity             | Course deals with an analysis through the prisms of gender, race, culture, ethnicity, and power. The course also has a component where popular cultural manifestations of the illicit trade, also known as <i>Narco-culture</i> , will be explored.                                |
| □ Critical Thinking              | Students will be expected to make connections with the topic being analyzed, and place it in its proper historical context (Mexican Revolution, Cold War). Through the analysis and interpretation of primary and secondary sources, students will produce a final research paper. |
| □ Rhetorical Effectiveness       |  |
| □ Problem-solving                |  |
| □ Library & Information Literacy | Students will be required to produce a primary source paper and a final research paper as part of the assessment process.  |

|   |          |                |
|---|----------|----------------|
| <b>(A) STUDENT CONTACT PER WEEK</b>       |          |                |
| 1. Seminar:                               | 3        | (hours)        |
| <b>(A) TOTAL student contact per week</b> | <b>3</b> | <b>(HOURS)</b> |

|  |           |                |
|--|-----------|----------------|
| <b>(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)</b> |           |                |
| 1. General Review & Preparation:                                     | _____     | (hours)        |
| 2. Reading   | <b>6</b>  | (hours)        |
| 3. Group Projects:   | _____     | (hours)        |
| 4. Preparation for Quizzes & Exams:                                  | _____     | (hours)        |
| 5. Information Literacy Exercises:                                   | _____     | (hours)        |
| 6. Written Assignments:  | <b>3</b>  | (hours)        |
| 7. Research Activity:  | <b>3</b>  | (hours)        |
| <b>(B) TOTAL Out-of-class time per week</b>                          | <b>12</b> | <b>(HOURS)</b> |

**GRAND TOTAL (A) + (B) must equal 15 hours/week**

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Syllabus,

History 98: *Narco-mundo: How Narcotraficantes Gained Control of Mexico's Northern Region.*

University of California, Los Angeles

Instructor: Carlos Armando Hernández, M.A., C.Phil

Winter 2013

W 9:00-11:50AM, Royce 156

Office Hours: Thur 3:00-3:50PM, Bunche 6299; X54569

Email: carlosh@ucla.edu

### History 98: *Narco-mundo: How Narcotraficantes Gained Control of Mexico's Northern Region.*

**Course Description:** In this course, students will learn about historiography; practical uses of textbooks, anthologies, and primary sources; researching a history paper; and using new media and technology. Also, students will be presented with an introduction to historical practices through a survey of Latin American, Mexican, and U. S.- Mexico Borderland History from the late 1800s to present day in a multidisciplinary fashion. The historical origins of the War on Drugs will be analyzed within the proper historical context of the Americas.

**Course Objectives:** After the successful completion of the seminar, students will gain an understanding to historical methodology and practices. The starting point for this course is the fundamental question, What is History? Students will learn about historiography; practical uses of textbooks, anthologies, and primary sources; researching a history paper; and using new media and technology such as the Internet, film, television, and CD's. The course requires students to apply these historical skills by selecting a research paper topic, reading primary and secondary sources carefully and analytically, writing a primary source paper, preparing a bibliography, taking notes on sources, writing drafts, and turning in a final research paper in both printed and electronic formats.

**Required Textbooks:** The following books are available at ASUCLA bookstore.

Jules R. Benjamin, *A Student's Guide to History*, 9<sup>th</sup> Edition.

Roger Spalding and Christopher Parker, *Historiography: An Introduction*.

Readings material available on the course webpage.

**Assessment:** The grades for seminar participants will be determined according to the following breakdown:

Class participation, 20%. Participation includes completing the assigned readings before you come to seminar; please, come prepared to class. For each seminar meeting you will submit a brief (1 page) analysis or reflection on the assigned readings for that day. Please do not produce a summary of the reading; I am more interested in your actual thoughts and critical analysis regarding each assignment. Late submissions will not be accepted.

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**Attendance, 15%.** Attend all seminar meetings. Each student is allowed one free absence for the quarter. This absence will not affect your grade in any way. More than **one** absence from seminar will result in a failing grade for the attendance component—no exceptions.

**Essay, 25%.** Students will write a 3-5 page paper utilizing primary sources on a topic of their choice. This topic should be directly relevant to the course material based on the readings and seminar discussions. The intention of this paper is to serve as a foundation for their final paper, where students will integrate primary and secondary sources in constructing their final research paper. This paper is due week 6.

**Final paper, 40%.** Students will produce a 10-12 final research paper where they will develop a selection that demonstrates their general knowledge of the topic of their choice. In this final paper, students will construct their selection using both primary and secondary sources.

## **YOU MUST COMPLETE ALL ASSIGNMENTS TO RECEIVE A PASSING GRADE FOR THIS COURSE.**

**Classroom Conduct:** This is a seminar in which conversing, listening to your classmates and engaging critically with the reading material is essential.

This course addresses sensitive and emotionally charged topics. We aim to foster an atmosphere in which we all feel free to express our ideas without fear of being judged, and in which we can disagree openly. We need to always show our classmates the same respect that we want for ourselves.

Further, all cell phones, pagers, BlackBerrys, and other electronic devices must be turned off at the beginning of the seminar.

**Writing Assignments:** As the deadlines for writing assignments approach, more detailed information about my expectations will follow. Please let me know if you have any questions regarding the grading process. As you prepare these assignments, please keep the following in mind:

1. Please come see me during office hours to talk about paper outlines and/or thesis paragraphs; I will be more than happy to discuss your assignments as you prepare them.
2. Papers that are not turned in time will drop by 10% each day late, beginning at the end of seminar on the due date.
3. Plagiarism: Taking credit for work that is not your own or acting in an academically dishonest manner will not be accepted. Anyone found to have plagiarized or cheated will be referred to the Dean for disciplinary action. As assignment due dates approach, we will discuss ways to avoid plagiarism. For

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more information on academic honesty, visit the Dean's website  
([www.deanofstudents.ucla.edu/conduct.html](http://www.deanofstudents.ucla.edu/conduct.html)).

Please note that this syllabus is subject to change based on the needs of the class. Students requiring special assistance or consideration due to a documented disability may contact the [Office for Students with Disabilities](#) to make the necessary arrangements.

I am looking forward to learning together with you this quarter. Please make use of my office hours and time with you in class to improve your academic experience.

## Course Outline and Weekly Readings.

### Week 1 – Introduction to historical practice

What is History?

#### Required reading:

Spalding and Parker, "Introduction: history and historiography," chapter 1.

Benjamin, "the subject of history and how to use it," chapter 1.

Gary Webb, *Dark Alliance: The CIA, the Contras, and the Crack Cocaine Explosion*, notes on sources, pp. 486-489.

### Week 2 – Commerce and Contraband in Latin America During the Colonial Period

**Research Resources: Library visit.** We will meet at YRL, **East Electronic Classroom 21536 (2<sup>nd</sup> floor)**. The first part of the seminar will be a library information session facilitated by Jennifer Osorio.

#### Required reading:

Spalding and Parker, "academic history," chapter 2.

Benjamin, "how to read a history assignment, take notes in class, and prepare for exams," chapter 2.

Peter Gerhard, *Pirates on the West Coast of New Spain, 1575-1742*. Preface, chapter 1.

Paul Gootenberg, "Introduction: Commodity Chains in Theory and in Latin American History," and "Cocaine in Chains: The Rise and Demise of a Global Commodity, 1860-1950," in Topik, Marichal, and Frank, Eds., *From Silver to Cocaine: Latin American*

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*Commodity Chains and the Building of the World Economy, 1500-2000*, introduction, chapter 12.

### **Week 3 – The Development of Vice Tourism and emergence of organized crime along the U. S – Mexico Border.**

#### **Required reading:**

Spalding and Parker, “engaging with historiography,” chapter 3.

Benjamin, “how to write the history assignment: the importance of writing skills,” chapter 3.

John Buntin, “The Combination,” in *L. A. Noir: The Struggle for the Soul of America's Most Seductive City*, chapter 3.

Paul J. Vanderwood, “The Mob Strikes the Border Barons,” “Mobs,” and “Playground of the Hemisphere,” in *Satan's Playground: Mobsters and Movie Stars at America's Greatest Gaming Resort*, chapters 1, 2, and 3.

Jack S. Blocker, Jr. "Did prohibition really work? Alcohol prohibition as a public health innovation." *American Journal of Public Health*. February 2006; 96, pp. 233-243.

### **Week 4 – The Origins of the Drug Trade within the context the “other” Revolution along the US. S. – Mexico Border.**

Spalding and Parker, “the essay and historiography,” chapter 4.

Benjamin, “how to research a history topic,” chapter 4.

Meyer, Sherman, and Deeds, “The Liberal Indictment and the Overthrow of Diaz,” and “Madero and the Failure of Democracy,” in *The Course of Mexican History*, chapters 26, and 27.

Lowell L. Blaisdell, “A Revolutionist,” and “The Two Californias,” in *The Desert Revolution: Baja California, 1911*, Chapters 1 and 2.

### **Week 5 – Drugs and Development in Latin America: The War on Drugs within the Context of the Cold War.**

#### **Required reading:**

Benjamin, “how to write a research paper,” chapter 5.

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Paul Gootenberg, "Birth of the *Narcos*: Pan-American Illicit Networks, 1945-1965," in *Andean Cocaine: The Making of a Global Drug*, chapter 6.

Daniel Weimer, "Drugs and the American Experience," and "A Quantum Jump in Eradication of Herbicides and Drug Control in Mexico," in *Seeing Drugs: Modernization, Counterinsurgency, and U. S. Narcotics Control in the Third World, 1969-1976*, chapters 1 and 6.

### **Highly recommended reading:**

Gary Webb, *Dark Alliance: The CIA, the Contras, and the Crack Cocaine Explosion*, prologue, chapters 1, 8 and 9.

## **Week 6 –The War on Drugs as a political tool: Mexico's "other" Dirty War.**

### **Primary Sources Paper Due**

#### **Required reading:**

Alberto Ulloa Bornemann, "Introduction," in *Surviving Mexico's Dirty War: A Political Prisoner's Memoir*.

Jaffary, Osowski, and Porter, "Eyewitness and Newspaper Accounts of the Tlatelolco Massacre (1968)," in *Mexican History: A Primary Source Reader*, pp. 389-398.

O'Neill Blacker-Hanson, "La Lucha Sigue!: Teacher Activism and the Continuum of Social Unrest in Guerrero, Mexico."

Jaffary, Osowski, and Porter, "Rubén Jaramillo and the Struggle for *Campeño* Rights in Postrevolutionary Morelos (1967)," in *Mexican History: A Primary Source Reader*, pp. 377-388.

## **Week 7 – Narcoviolence and its effects on immigration**

#### **Required reading:**

Miguel Angel Gutierrez, "Mexican Drug War Claiming More Child Victims." Online Article, *National Post*.

June S. Beittel, "Mexico's Drug Related Violence." CRS Report for Congress.



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Ranko Shiraki Oliver, "In the Twelve Years of NAFTA, the Treaty Gave Me... What, Exactly?: An Assessment of Economic, Social, and Political Developments in Mexico Since 1994 and Their Impact on Mexican Immigration into the United States," *10 Harvard Latino Law Review*, 53 (2007).

### **Guest Speaker:**

[Prof. Julia I. Vázquez](#), Supervising Attorney, Immigration Law Clinic and Adjunct Associate Professor of Law, Southwestern Law School.

### **Week 8 – From PROCAMPO TO PRONARCO: Mexico's Failed Agrarian Policy and its Implications on the War on Drugs.**

Keen and Haynes, "Neoliberalism and the Authoritarian State in Mexico, 1977-1994," in *A History of Latin America*, 8<sup>th</sup> edition, pp. 514-520.

[PROCAMPO Enters a Decisive Phase](#) - Inter-American Development Bank.

Tracy Wilkinson, "Mexico farm subsidies going astray." *Los Angeles Times*, March 7, 2010.

Louis Uchitelle, "NAFTA should have stopped illegal immigration, right?" *New York Times*, February 18, 2007.

"Politicians, drug traffickers among top beneficiaries of PROCAMPO." *SourceMex Economic News & Analysis on Mexico*.

Elizabeth Maklin, "NAFTA's Promise, Unfulfilled," *New York Times*, March 23, 2009.

### **Week 9, Race, Gender, and Ethnicity in the War on Drugs**

#### **Required reading:**

Elaine Carey, ""Selling is More than a Habit of Using' Narcotraficante Lola la Chata and Her Threat to Civilization, 1930-1960." *Journal of Women's History*, Volume 29, Number 2, 2009, pp. 62-89.

Doris M. Provine, *Unequal Under Law: Race in the War on Drugs*, chapters 3 and 4.

Gary Webb, *Dark Alliance: The CIA, the Contras, and the Crack Cocaine Explosion*, chapters 25-27.

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**Week 10 – Narcoculture: *Narcocorridos* as a popular manifestation of the drug trade.**

**Required reading:**

Jaffary, Osowski, and Porter, “*Corridos* from the Porfiriato (the Early 1900s),” and “*Revolutionary Corridos* (1917, 1919),” in *Mexican History: A Primary Source Reader*, pp. 286-294, 312-317.

Mark Cameron Edberg, “*Corridos, Cultural Representations, and Poverty*,” and “*Investigating Narcocorridos and their Meaning in the U. S. – Mexico Border*,” in *El Narcotraficante: Narcocorridos and the Construction of a Cultural Persona on the U. S.-Mexico Border*, chapters 1 and 2.

Elijah Wald, “*Sinaloa Legends: Narcoculture, Violence, and Jesús Malverde*,” “*Badiraguato*,” and “*New Generation: Mario Quintero y Los Tucanes de Tijuana*,” in *Narcocorrido: A Journey Into the Music of Drugs, Guns, and Guerrillas*, chapters 3, 6, and 7.

Galia Garcia-Palafox, “*Sinaloa Cartel Approves Movimiento Alterado's Drug Ballads*.” *The Huffington Post*, December 21, 2011.

Josh Kun, “*Death Rattle: A new musical movement turns Mexican drug violence into catchy sing-alongs*.” *The American Prospect*, January 5, 2012.



## New Course Proposal

|  | History 98T<br>Narco-mundo: How Narcotraficantes Gained Control of Northern Mexico  |      |        |                          |                       |
|--|---|------|--------|--------------------------|-----------------------|
| <a href="#">Course Number</a>              | History 98T   |      |        |                          |                       |
| <a href="#">Title</a>                      | Narco-mundo: How Narcotraficantes Gained Control of Northern Mexico   |      |        |                          |                       |
| <a href="#">Short Title</a>                |   |      |        |                          |                       |
| <a href="#">Units</a>                      | Fixed: 5  |      |        |                          |                       |
| <a href="#">Grading Basis</a>              | Letter grade only   |      |        |                          |                       |
| <a href="#">Instructional Format</a>       | Seminar - 3 hours per week  |      |        |                          |                       |
| <a href="#">TIE Code</a>                   | SEMT - Seminar (Topical) [T]  |      |        |                          |                       |
| <a href="#">GE Requirement</a>             | Yes   |      |        |                          |                       |
| <a href="#">Major or Minor Requirement</a> | No  |      |        |                          |                       |
| <a href="#">Requisites</a>                 | Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.   |      |        |                          |                       |
| <a href="#">Course Description</a>         | Course examines Mexico's War on Drugs from a historical perspective. Students will gain a basic understanding of the origins of the War on Drugs, with an emphasis on the U.S. - Mexico Border and its impact on culture and immigration. |      |        |                          |                       |
| <a href="#">Justification</a>              | Part of the series of seminars offered through the Collegium of University Teaching Fellows.  |      |        |                          |                       |
| <a href="#">Syllabus</a>                   | File <a href="#">History 98T syllabus.pdf</a> was previously uploaded. You may view the file by clicking on the file name.  |      |        |                          |                       |
| <a href="#">Supplemental Information</a>   | Professor James Wilkie is the faculty mentor for this seminar.  |      |        |                          |                       |
| <a href="#">Grading Structure</a>          | Class participation: 10%<br>Essay: 15%<br>Draft, final paper: 25%<br>Final paper 50%  |      |        |                          |                       |
| <a href="#">Effective Date</a>             | Winter 2013   |      |        |                          |                       |
| <a href="#">Discontinue Date</a>           | Summer 1 2013   |      |        |                          |                       |
| <a href="#">Instructor</a>                 | <table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Carlos Armando Hernandez</td> <td>Teaching Fellow</td> </tr> </tbody> </table>   | Name | Title  | Carlos Armando Hernandez | Teaching Fellow       |
| Name                                       | Title   |      |        |                          |                       |
| Carlos Armando Hernandez                   | Teaching Fellow   |      |        |                          |                       |
| <a href="#">Quarters Taught</a>            | <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer   |      |        |                          |                       |
| <a href="#">Department</a>                 | History   |      |        |                          |                       |
| <a href="#">Contact</a>                    | <table border="1"> <thead> <tr> <th>Name</th> <th>E-mail</th> </tr> </thead> <tbody> <tr> <td>CATHERINE GENTILE</td> <td>cgentile@oid.ucla.edu</td> </tr> </tbody> </table>   | Name | E-mail | CATHERINE GENTILE        | cgentile@oid.ucla.edu |
| Name                                       | E-mail  |      |        |                          |                       |
| CATHERINE GENTILE                          | cgentile@oid.ucla.edu   |      |        |                          |                       |
| <a href="#">Routing Help</a>               |   |      |        |                          |                       |

ROUTING STATUS

|           |   |
|-----------|---|
| Role:     | Registrar's Scheduling Office   |
| Status:   | Pending Action  |
| Role:     | L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  |
| Status:   | Returned for Additional Info on 10/3/2012 2:47:25 PM  |
| Changes:  | No Changes Made   |
| Comments: | Routing to Doug Thomson in the Registrar's Office   |
| Role:     | FEC Chair or Designee - Palmer, Christina (cpalmer@mednet.ucla.edu) - 44796   |
| Status:   | Approved on 10/3/2012 2:33:22 PM  |
| Changes:  | No Changes Made   |
| Comments: | No Comments   |
| Role:     | L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  |
| Status:   | Returned for Additional Info on 10/3/2012 11:26:49 AM   |
| Changes:  | No Changes Made   |
| Comments: | Routing to Christina Palmer for FEC approval  |
| Role:     | CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998   |
| Status:   | Approved on 10/3/2012 10:48:31 AM   |
| Changes:  | No Changes Made   |
| Comments: | resubmitted with revised syllabus<br>Cathie Gentile   |
| Role:     | L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040  |
| Status:   | Returned for Additional Info on 7/13/2012 3:42:54 PM  |
| Changes:  | Course Number   |
| Comments: | Updated course number, per request. Routing back to Cathie Gentile. Please see FEC comments below.  |
| Role:     | FEC Chair or Designee - Kaufman, Eleanor K. (eleanork@ucla.edu) - 68155   |
| Status:   | Returned for Additional Info on 7/8/2012 12:01:44 AM  |
| Changes:  | No Changes Made   |
| Comments: | This syllabus needs to be redone, ideally with the assistance of the faculty mentor or the CUTF coordinator. A few suggestions: <ol style="list-style-type: none"> <li>1. condense course description into one paragraph without footnotes</li> <li>2. give contact information for instructor on syllabus template</li> <li>3. put bibliography in proper format (capitalization of titles, etc.)</li> <li>4. list any expectations and policies (absences, tardiness, cell phone/computer use, etc.) on the syllabus</li> <li>5. list references to any resources students may wish to consult, such as writing center and office for students with disabilities</li> <li>6. indicate which readings will be assigned on the weekly breakdown</li> <li>7. indicate when papers, drafts, and any other assignments are due</li> <li>8. give description of papers, including length</li> </ol> |

|           |  |
|-----------|--|
| Role:     | L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040 |
| Status:   | Returned for Additional Info on 6/7/2012 12:16:56 PM                                   |
| Changes:  | No Changes Made  |
| Comments: | Routing to Eleanor Kaufman for FEC approval  |

|           |   |
|-----------|---|
| Role:     | CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998 |
| Status:   | Approved on 5/29/2012 3:26:39 PM                                      |
| Changes:  | No Changes Made   |
| Comments: | on behalf of Professor Kathleen L. Komar, chair, CUTF Program         |

|           |  |
|-----------|--|
| Role:     | Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998 |
| Status:   | Submitted on 5/29/2012 3:25:55 PM  |
| Comments: | Initiated a New Course Proposal  |

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Comments or questions? Contact the Registrar's Office at  
[cims@registrar.ucla.edu](mailto:cims@registrar.ucla.edu) or (310) 206-7045