

Modern Latin America, 1800-Present

HIST 163

Spring 2026 Section 01 In Person 4 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/25/2026

Contact Information

Instructor: Dr. Alberto García

Email: alberto.garcia@sjsu.edu

Office: DMH 137

Instructor's Pronouns: He/Him/His

Students may address the instructor as either Dr. or Prof. García

Office Hours

Monday and Wednesday, 12:00 to 1:00pm, DMH 137

Also available by appointment on Zoom on Tuesday and Thursday

Course Information

Monday and Wednesday, 10:30 to 11:45am, DMH 359

Course Description and Requisites

Latin America since 1800. Focus on major political changes, such as independence, wars, popular uprisings, and systems of government. Also economic and cultural affairs, especially when they disrupt existing societies, and outstanding leaders who charted their nations' destinies.

Prerequisites: Upper division standing or instructor consent

Letter Graded

Classroom Protocols

This course will meet in person during the days and times indicated above. Course meetings will consist of lecture and discussion of assigned readings. Students are expected to be in their seats when class begins, and they are asked to minimize disruptions if they need to exit the classroom for any reason.

Students may use a laptop or tablet to take notes. However, students may lose their use privileges if the instructor finds that they are using their laptop or tablet for something other than taking notes, such as checking their email or social media accounts.

Students must turn off their cellular phones or set them to silent mode during class meetings, and they must refrain from checking their phones while class is in session.

Students may not use a phone, laptop, or tablet to take pictures of lecture slides during class meetings.

Students are expected to treat each other and the instructor with kindness and respect. The use of abusive language during class meetings will not be tolerated and will result in dismissal from the classroom.

Students will turn in all written assignments on Canvas.

The instructor will post lecture key terms on Canvas after every class meeting. The instructor will also use Canvas to send updates and announcements regarding the course. Students must be sure to check Canvas regularly so that they are up to date on all important announcements.

Program Information

Program Learning Outcomes

PLO 1 Describe and explain how peoples and societies evolved across time and space demonstrating the importance of context (social, political, economic, cultural, environmental, ideological, and technological).

PLO 2 Illustrate the complexity of historical causality and describe past events from multiple perspectives.

PLO 3 Analyze the credibility of historical sources and arguments, revising interpretations as new evidence warrants.

PLO 4 Conceive and carry out historical research, constructing persuasive evidence-based arguments using primary and secondary sources according to recognized standards of the historical discipline.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Describe and analyze how caudillos were able to influence national politics in the decades immediately after independence.
2. Describe and analyze the emergence and development of organized liberal and conservative political parties during the middle decades of the nineteenth century.
3. Describe and analyze how liberal political parties consolidated their hold on power during the late nineteenth and early twentieth centuries.
4. Describe and analyze the reformist and revolutionary movements and political parties that emerged and gained power during the early and mid twentieth century.

5. Describe and analyze the emergence of more radical revolutionary movements and political parties during the mid twentieth century.
6. Describe and analyze the emergence and development of authoritarian military governments during the mid and late twentieth century.
7. Describe and analyze the emergence, development, and persistence of export economies.
8. Describe and analyze changing labor patterns, including the abolition of slavery.
9. Describe and analyze how "everyday" people -- Indigenous peoples, Afro-descendants, women, rural workers, industrial workers -- engaged with and shaped governing projects and popular movements.
10. Describe and analyze the impact of foreign political interventions and financial investments.

Course Materials

The following text is required and available for purchase or rental at the Spartan Bookstore, as well as online retailers such as Amazon.

1. Nicola Foote, ed., *Sources for Latin America in the Modern World* (ISBN: 9780199340248)

The following text is recommended for students who want to consult a survey textbook that covers the chronology of the course. It is available for purchase or rental at the Spartan Bookstore.

1. Virginia Garrard, Peter Henderson, and Bryan McCann, *Latin America in the Modern World*, 2nd edition (ISBN: 9780197574089)

The History Department's library liaison is Nyle Monday. Students are encouraged to contact him if they need library research assistance with this or any other History course. He may be reached at nyle.monday@sjsu.edu, or at (408) 808-2041.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

In addition to regularly attending class, students will be required to complete the following assignments:

Map Quiz

Students must complete a map quiz where they identify and label key Latin American cities and geographic features. The quiz will be held at the beginning of class on Wednesday, February 4.

Response Papers

Students must complete fourteen brief (one to two paragraphs) response papers. In these assignments, students must do the following: first, identify what they found to be most significant in that week's lecture material; and second, identify what they found to be most significant in that week's reading material. Please

note that turning in a simple recap of the lecture material or the reading assignments will not be enough. Students also need to discuss why they found that particular lecture and reading material significant. Put another way, these assignments must display evidence of original thinking in order to receive the full amount of points. Response papers will be due on Canvas on the dates listed at the end of this syllabus.

Midterm Examination

Students must complete one written midterm examination where they discuss and analyze course material. The midterm examination will consist of short answer prompts based on course material, and it will be held in person during the Monday, March 23 class meeting.

Final Examination

Students must complete one written final examination where they discuss and analyze course material. The examination will consist of two parts: first, a series of short answer prompts based on course material; and second, an essay prompt that will address the course's central themes. The final examination will be held in person from 10:45am to 12:45pm on Wednesday, May 13.

Primary Source Analysis

Students must select, summarize, and analyze a group of related primary sources, and then use that analysis to develop a tentative hypothesis/argument. A more detailed prompt for this assignment will be available on Canvas. This assignment must be turned in on Canvas no later than Monday, May 18.

Book Summary

Students must complete a detailed summary and analysis of a book of their own choosing. A more detailed prompt for this assignment, as well as the summary template, will both be available on Canvas. This must assignment must be turned in on Canvas no later than Monday, May 18.

✓ Grading Information

The required assignments will be worth the following point and percentage totals:

Assignment	Points	Percentage of Overall Grade
Map Quiz	10 points	2.5 percent
Response Papers	10 points each; 140 points total	2.5 percent each; 35 percent of overall grade
Midterm Examination	50 points	12.5 percent
Final Examination	100 points	25 percent
Primary Source Analysis	50 points	12.5 percent

Book Summary	50 points	12.5 percent
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Overall letter grades will be determined by adding up the points that students received on each assignment, then dividing that number by the total number of points available for the course. Overall letter grades will correspond to the point and percentage ranges listed below. Please note that the letter grade scale includes both "plus" and "minus" grades. A cumulative score of fewer than 238 points will result in an overall letter grade of F.

Letter Grade	Point Range	Percentage Range
A plus	386 to 400 points	97 to 100 percent
A	370 to 385 points	93 to 96 percent
A minus	358 to 369 points	90 to 92 percent
B plus	346 to 357 points	87 to 89 percent
B	330 to 345 points	83 to 86 percent
B minus	318 to 329 points	80 to 82 percent
C plus	306 to 317 points	77 to 79 percent
C	290 to 305 points	73 to 76 percent
C minus	278 to 289 points	70 to 72 percent
D plus	266 to 277 points	67 to 69 percent
D	250 to 265 points	63 to 66 percent
D minus	238 to 249 points	60 to 62 percent

Due date extensions and alternate examination dates may be arranged in instances of medical and personal emergencies, religious holidays, or outside obligations, such as being a member of an SJSU intercollegiate athletic team. Students who need to arrange a due date extension or alternate examination date must inform the instructor as soon as they are able to.

Unexcused late assignments will be penalized the equivalent of 10 percent of the assignment's total value for each day that they are late. Unexcused late assignments will only be accepted within 10 days of the initial due date.

The use of AI tools and programs, such as ChatGPT, to complete response papers or the writing assignments is strictly prohibited. These assignments are designed to give students an opportunity to develop their analytical skills and present their original thoughts on what they found significant about the

course material. While AI tools and programs can effectively summarize lectures and written sources, they cannot effectively analyze them or provide original feedback. Assignments that are found to have been completed with the help of AI tools and programs will receive zero points.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Unless otherwise noted, reading assignments will be available as downloadable PDF files on Canvas. Reading assignments should be completed before class meetings. For example, the the reading assignments listed under the "January 28 Readings" header should be completed before that date's class meeting.

This schedule is subject to change at the instructor's discretion and with fair notice. Students will be informed of any and all changes via Canvas.

Dates	Topic	Assignments
Week 1 (January 22-23)	No Class Meeting This Week	No Assignments This Week
Week 2 (January 26-30)	Course Introduction; Mexico in the Age of Santa Anna	<p>No Reading Assignments for January 26</p> <p><u>January 28 Readings</u></p> <ul style="list-style-type: none"> • Frances Calderón de la Barca, "Women and War in Mexico" • The Editors of <i>El Tiempo</i>, "A Conservative Profession of Faith" • Mariano Otero, "Considerations relating to the Political and Social Situation" • Peter Guardino, "Gender, Soldiering, and Citizenship in the Mexican-American War of 1846-1848" <p>January 30: First Response Paper Due</p>

Week 3 (February 2-6)

Argentina in the Age of Rosas; The
Early Brazilian Empire

February 2 Readings

- Juan Manuel de Rosas, "The Caudillo's Order"
- Domingo Faustino Sarmiento, "Civilization or Barbarism?"
- Esteban Echeverría, "The Slaughterhouse"

February 4 Readings

- José Bonifácio de Andrada e Silva, "On Slavery"
- João José Reis, "The Malé Revolt"
- Various authors, "Scenes from the Slave Trade"
- Thomas Ewbank, "Cruelty to Slaves"
- Jeffrey Mosher, "The Struggle for the State: Partisan Conflict and the Origins of the Praieira Revolt in Imperial Brazil"

February 4: Map Quiz (In Class)

February 6: Second Response Paper Due

Week 4 (February 9-13)

The Mexican Liberal Reform; The Consolidation of Argentina

February 9 Readings

- Octavio Paz, "The Sons of La Malinche"
- Junta of Conservative Nobles, "Offer of the Crown to Maximilian"
- Empress Carlota, "A Letter from Mexico"
- Benito Juárez, "The Triumph of the Republic"
- Érika Pani, "Juárez vs. Maximiliano: Mexico's Experiment with Monarchy"

February 11 Readings

- Juan Bautista Alberdi, "Immigration as a Means of Progress"
- Alfred Ebélot, "One Hundred Leagues of Trench"
- Lucio V. Mansilla, "An Expedition to the Ranquel Indians"
- Chief Manuel Namuncurá, "Letter to the President"

February 13: Third Response Paper Due

Week 5 (February 16-20)

The Late Brazilian Empire; Cuban Independence

February 16 Readings

- Antônio Frederico de Castro Alves, "The Slave Ship"
- José Maria da Silva Paranhos and Princess Isabel, "Law of the Free Womb"
- Joaquim Nabuco, "Selections from *Abolitionism*"
- Princess Isabel and Rodrigo Augusto da Silva, "Abolition Decree"

February 18 Readings

- José Antonio Saco, "The Color Line"
- Father Félix Varela, "Abolition!"
- Carlos Manuel de Céspedes, "Freedom and Slavery"
- José Martí, "Our America"
- John J. Johnson, "U.S. Cartoonists Portray Cuba"
- President Theodore Roosevelt, "The Platt Amendment"
- Ada Ferrer, "Rustic Men, Civilized Nation: Race, Culture, and Contention on the Eve of Cuban Independence"

February 20: Fourth Response Paper Due

Week 6 (February 23-27)

Guano, Nitrates, and the War of the Pacific; The Porfiriato

February 23 Readings

- Diego Portales, "The Authoritarian Republic"
- Augusto Orrego Luco, "A Race of Vagabonds"
- Alejandro Fierro, "Audacious and Cruel Spoilations"

February 25 Readings

- Channing Arnold and Frederick J. Tabor Frost, "Porfirio Díaz Visits Yucatán"
- B. Traven, "Scenes from a Lumber Camp"
- James Creelman, "President Díaz, Hero of the Americas"
- Anna Rose Alexander, "Safety by Design: Engineers and Entrepreneurs Invent Fire Safety in Mexico City, 1860-1910"

February 27: Fifth Response Paper Due

Week 7 (March 2-6)

Argentina's Belle Époque; Brazil's First Republic

March 2 Readings

- José María Ramos Mejía, "The Modern Crowd"
- Oreste Sola, "Making it in America"
- José Ingenieros, "Bourgeois Snakes"
- Rubén Darío, "Argentina as Latin American Avant-Garde"
- Leopoldo Lugones, "National Identity in a Cosmopolitan Society"
- Javier Cikota, "Uncertain Flags: Immigrant Colonies and Frontier Anxieties in Northern Patagonia (1890-1930)"

March 4 Readings

- Raimundo Nina Rodrigues, "The Human Races"
- João Batista Lacerda, "On the Mestizo in Brazil"
- Proletarian Defense Committee, "Demands of the São Paulo General Strike of 1917"
- Oswald de Andrade, "The Cannibalist Manifesto"

March 6: Sixth Response Paper Due

Week 8 (March 9-13)

The Nitrate Era; Neocolonial Cuba

March 9 Readings

- Nicolás Palacios, "Race, Nation, and the "Roto Chileno""
- Mariano Casanova, "God Distributes His Gifts Unequally"
- Luis Emilio Recabarren, "Workers' Movements and the Birth of the Chilean Left"
- Elías Lafertte, "Nitrate Workers and State Violence"
- Joshua Savala, ""Let Us Bring it with Love: Violence, Solidarity, and the Making of a Social Disaster in the Wake of the 1906 Earthquake in Valparaíso, Chile"

March 11 Readings

- El Partido Independiente de Color, "The Independent Party of Color"
- Isidoro Santos Carrera, "A Survivor"
- Ofelia Domínguez Navarro, "The First Wave of Cuban Feminism"
- Ursinio Rojas, "Life at the Mill"
- Julio Antonio Mella, "Where Is Cuba Headed?"

March 13: Seventh Response Paper Due

<p>Week 9 (March 16-20)</p>	<p>The Mexican Revolution; Argentine Radicalism</p>	<p><u>March 16 Readings</u></p> <ul style="list-style-type: none"> • José Vasconcelos, "The Cosmic Race" • Emiliano Zapata and others, "Plan of Ayala" • John Reed, "Pancho Villa" • The Constitution of 1917: Articles 27 and 123 • Plutarco Elías Calles, "Mexico Must Become a Nation of Institutions and Laws" • Sarah Osten, "For the Government to Become Good": The Political Vision and National Significance of Felipe Carrillo Puerto" <p><u>March 18 Readings</u></p> <ul style="list-style-type: none"> • Alfonsina Storni, "Modern Women" • Ezequiel Martínez Estrada, "X-Ray of the Pampa" • Roberto Arlt, "Soccer and Popular Joy" <p>March 20: Eighth Response Paper Due</p>
<p>Week 10 (March 23-27)</p>	<p>Midterm; Getulismo</p>	<p>March 23: Midterm Examination (In Class)</p> <p><u>March 25 Readings</u></p> <ul style="list-style-type: none"> • Gilberto Freyre, "<i>The Masters and the Slaves</i>" • Carlota Pereira de Queirós, "Speech by the First Woman Elected to Congress in Brazil" • Getúlio Vargas, "Vargas and the Estado Novo" • Okezi T. Otovo, "The Gender of Social Welfare: Maternalism and Paternalism in Bahia's Estado Novo" <p>March 27: Ninth Response Paper Due</p>

Week 11 (March 30-April 3)	No Class (Spring Break)	No Assignments This Week
Week 12 (April 6-10)	Cardenismo; The Chilean Popular Front	<p data-bbox="1078 195 1263 226"><u>April 6 Readings</u></p> <ul data-bbox="1110 264 1511 758" style="list-style-type: none"> <li data-bbox="1110 264 1479 331">• Salvador Lemus Fernández, "A Convention in Zacapu" <li data-bbox="1110 342 1495 409">• Fernando Benítez, "The Agrarian Reform in La Laguna" <li data-bbox="1110 420 1435 487">• Josephus Daniels, "The Oil Expropriation" <li data-bbox="1110 497 1511 642">• Lázaro Cárdenas, "Messages to the Mexican Nation on the Oil Question" (from <i>Sources for Latin America in the Modern World</i>) <li data-bbox="1110 653 1511 758">• Jocelyn Olcott, "The Center Cannot Hold: Women on Mexico's Popular Front" <p data-bbox="1078 800 1263 831"><u>April 8 Readings</u></p> <ul data-bbox="1110 869 1511 1556" style="list-style-type: none"> <li data-bbox="1110 869 1507 974">• "I Told Myself I Must Find Work, I Cannot Continue Here": Interview with a Household Worker <li data-bbox="1110 984 1495 1052">• Salvador Allende, "Public Health Crisis" <li data-bbox="1110 1062 1490 1129">• Pedro Aguirre Cerda, "Progress for all Social Classes" <li data-bbox="1110 1140 1507 1329">• The League of Poor Campesinos of Las Cabras and the National Society of Agriculture, "Rural Workers, Landowners, and the Politics of Compromise" <li data-bbox="1110 1339 1507 1444">• The Movement for the Emancipation of Chilean Women: Interview with Elena Caffarena <li data-bbox="1110 1455 1511 1556">• Miners' Strikes and the Demise of the Popular Front: U.S. State Department Cables <p data-bbox="1078 1598 1495 1629">April 10: Tenth Response Paper Due</p>

Week 13 (April 13-17)

Peronismo; Stalled Reforms in Cuba and Guatemala

April 13 Readings

- Tomás Eloy Martínez, "Saint Evita"
- Victoria Ocampo, "Victorian Fathers"
- Juan L. Ortiz, "Village on the River"
- Julio Cortázar, "House Taken Over"
- Eva Perón, "In My Own Words" (from *Sources for Latin America in the Modern World*)
- Daniel James, "October 17th and 18th, 1945: Mass Protest, Peronism and the Argentine Working Class"

April 15 Readings

- Miguel Mármol, "If That Is Communism, Then They Are Communists"
- Government of Guatemala, "Most Precious Fruit of the Revolution"
- Fidel Castro, "History Will Absolve Me"
- Herbert L. Matthews, "The Cuban Story in the *New York Times*"

April 17: Eleventh Response Paper Due

Week 14 (April 20-24)

The Cuban Revolution; Brazil's Populist Republic

April 20 Readings

- Fidel Castro, "Castro Announces the Revolution"
- Margaret Randall, "Women in the Swamps"
- Che Guevara, "Socialism and Man"
- José Yglesias, "In the Fist of the Revolution"
- Foreign Relations of the United States, "The U.S. Government Responds to Revolution"
- Fidel Castro, "Castro Calls on Cubans to Resist the Counterrevolution"
- Rebecca Herman, "An Army of Educators: Gender, Revolution, and the Cuban Literacy Campaign of 1961"

April 22 Readings

- Getúlio Vargas, "The Oil Is Ours"
- Getúlio Vargas, "Vargas's Suicide Letter"
- Joana de Masi Zero, "The Life of a Factory Worker"
- Carolina Maria de Jesus, "Excerpts from *Child of the Dark*"
- Francisco Julião, "Letter of Manumission for the Brazilian Peasant"
- Anonymous, "March of the Family with God for Freedom"
- Various authors, "The U.S. Government and the 1964 Coup d'État"

April 24: Twelfth Response Paper Due

Week 15 (April 27-May 1)

Priista Mexico; The Chilean Road to Socialism

April 27 Readings

- Juan Rulfo, "They Gave Us the Land"
- Daniel Cosío Villegas, "Mexico's Crisis"
- Rubén Jaramillo, "Struggles of a Campesino Leader"
- Andrew Sackett, "The Two Faces of Acapulco during the Golden Age"
- Elena Poniatowska, "The Student Movement of 1968"

April 29 Readings

- Eduardo Frei, "Between Capitalism and Communism"
- Jacques Chonchol and Julio Silva Solar, "The Christian Left and Communitarian Socialism"
- The Election of Salvador Allende: Declassified U.S. Government Documents
- The Mapuche Land Takeover at Rucalán: Interviews with Peasants and Landowners
- Revolution in the Factory: Interviews with Workers at the Yarur Cotton Mill
- Salvador Allende, "The Chilean Revolution One Year In"
- Women Lead the Opposition to Allende: Interview with Carmen Saenz
- Joshua Frens-String, "Communists, Commissars, and Consumers: The Politics of Food on the Chilean Road to Socialism"

May 1: Thirteenth Response Paper Due

Week 16 (May 4-8)

Peronist Deadlock; Military Rule in South America

May 4 Readings

- Anonymous, "Are We All Neurotic?"
- María Teresa Gramuglio and Nicolás Rosa, "Tucumán is Burning"
- Agustín Tosco, "The Cordobazo"
- Juan Domingo Perón, "Antirevolutionary Peronism"

May 6 Readings

- Hebe de Bonafini and Matilde Sánchez, "The Madwomen at the Plaza de Mayo"
- National Commission on the Disappearance of Persons, "Never Again"
- Marcos Penna Sattamini de Arruda, "A Letter to Pope Paul VI"
- Luiz Inácio Lula da Silva, "Lula's May Day Speech to the Brazilian Workers"
- Patricia Verdugo, "Pinochet's Caravan of Death"
- National Commission on Political Detention and Torture, "Women and Torture"
- Jacob Blanc, "The Last Political Prisoner: Juvêncio Mazzarollo and the Twilight of Brazil's Dictatorship"

May 8: Fourteenth Response Paper Due

Week 17 (May 11)	The Mexican Revolution's Last Gasp	<u>May 11 Readings</u> <ul style="list-style-type: none"> • José González G, "The Dark Deeds of "El Negro" Durazo" • Victims' Coordinating Council, "After the Earthquake" • Anonymous, "Letters To Cuauhtémoc Cárdenas" • Zapatista Army of National Liberation, "EZLN Demands at the Dialogue Table"
May 13		