

Students will become familiar with and contextualize key processes and events in colonial Latin American history and learn about the nature of colonization. They will learn to identify and evaluate historical arguments. They will practice interpreting primary sources and building historical arguments about them.

Basic Information, Expectations and Assignments:

This is a 3-credit survey-level course that meets twice a week. The prerequisites are sophomore standing or one class in the department of history. The instruction mode is in the classroom. The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor:student meeting times twice a week, reading, writing, field trips, and other student work as described in this syllabus.

Course requirements include participation (25%), midterm exam (25%), two short papers (25% altogether), and a final response essay (25%).

All written assignments are due on Wednesdays before class begins. All due times are in Central Time; if you happen to be in another time zone when something is due, you are responsible for keeping track of the correct due time.

You have *a one-time-use 24-hour extension* that you may use, no questions asked, on any written assignment except for the final due date of the paper. You do not need to explain why you are taking it; simply email me that you are taking your extension and I will note it. Once you have used your extension, each late assignment will be docked 1/3 a grade point per 24 hours that it is late (an A becomes an A-; a B+ becomes a B, etc.)

This has been a challenging year and a half for everyone. If you are not okay, please come to office hours or email me as soon as possible. I will do what I can to make life easier for you in this class. The sooner you let me know what is going on, the more I can do to help you, so don't be afraid to say something if you are struggling.

Contacting Me:

COVID permitting, my office hours are from 9 AM to 11 AM on Mondays in my office, Mosse Humanities 4114 (if the situation worsens, I will switch to a Zoom room and make the link available to you). You can also make an appointment with me if that is not a convenient time. You can come to office hours for any reason, including but not limited to: talking about an assignment; discussing the history major or other historical projects you might want to pursue; asking for help if you are struggling.

I respond to emails within 48 hours, except on weekends. If you email me on a Friday after 6 pm, you will not hear from me until Monday at 9 am. If you have an emergency, please put "EMERGENCY" in the subject line so that I can get back to you more quickly.

Please practice basic email etiquette. This means beginning your email with “Dear Professor Hayes” and ending it with an appropriate salutation such as “Thank you” and signing your name. The subject line should include the name of the class (HIST200-008) and a short description of your question. For the foreseeable future, email is an important part of professional life and college is an important time to establish good habits. If you read this, you can get 2 points of extra credit by sending me a picture of a cute animal by 5:00 PM on Friday, September 10.

Required Texts:

Matthew Restall and Kris Lane, *Latin America in Colonial Times*, 2nd ed. (Cambridge: Cambridge University Press, 2018).

This textbook will also be available in the library course reserves. I will put the first week’s reading on Canvas to give you time to get access to a copy. If you have any trouble, please contact me.

Pandemic-Related Matters:

For the health and safety of everyone in our classroom, please follow current University guidance regarding vaccinations, access to campus, physical distancing, masking, testing and tracing, quarantine and isolation, hygiene and travel.

Share truthful information with University health services, and if you are asked to quarantine and self-isolate, do not come to class in person. Your health and that of your classmates comes first.

At the moment, the University requires mask wearing indoors. If you cannot wear a mask for health reasons, please contact the McBurney Center to get documentation for your exemption. If you refuse to wear a mask without a valid, documented exemption, you will need to leave class and I will report this to the Dean of Students office.

Please abide by new protocols that arise as life on campus and public health guidance evolve, and new testing and tracing methods emerge.

Assignments:

Participation (25%)

Active participation is required. You must make regular contributions to discussion, listen attentively, and interact constructively and respectfully with class members whose perspectives may differ from yours.

I expect that you will come to class when you are able, because the lecture covers a lot of ground that the reading does not, and you will get a lot more out of what you read if you come to class to discuss with others. However, if you may have been exposed to COVID-19 or you don’t feel well, please stay home. Because of the pandemic, your participation grade will be based on the quality of your participation, and attendance will not count. If you know you cannot come to

class, alert me as soon as possible. I encourage you to reach out to your fellow students and/or meet with me to catch up. You will find any visual aids, PowerPoints, or collective brainstorming efforts listed under the date on Canvas within 24 hours.

Midterm Exam, October 27 (25%)

This is an in-class exam. You will be expected to briefly define certain terms or institutions that were discussed in class. You will also be required to respond to one essay question regarding one of the issues or themes discussed in class.

Short Papers (25%)

In these papers, 3-4 pages each (double spaced), you will be asked to analyze and contextualize primary source documents. Both sets of documents will be provided for you. The paper should prove a valid historical argument. It should have an introduction that clearly states your thesis, several body paragraphs of primary source analysis, and a conclusion.

Paper 1, due September 27, 2:30 PM:

Several documents on the founding of Buenos Aires (documents 62:7, 62:8 and 62:9), in *New Iberian World: A Documentary History of the Discovery and Settlement of Latin America to the Early 17th Century*, John H. Parry and Robert G. Keith, eds. (New York: Times Books, 1984), pp. 316-324.

Paper 2, due November 17, 2:30 PM:

“Affairs of the Courtroom: Fernando Medina Confesses to Killing His Wife (Charcas, 1595),” in *Colonial Lives. Documents on Latin American History, 1550-1850*, Richard Boyen and Geoffrey Spurling eds. New York: Oxford University Press, 2000, pp. 54-76.

Final Response Essay, December 15, 2:30 PM (25%)

This essay is in lieu of a final exam. It is intended to prepare you for our group discussion at our final meeting. You will be asked to answer a question (given to you two weeks in advance) that gives your opinion on one of several aspects of colonial Latin American history we discussed during the term. Answers should be 5-8 pages long (double spaced) and should be well explained and reasoned. As proof of your answer you should cite readings, sources or materials we discussed in class (using Chicago Style).

Diversity & Inclusion

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Week 1: September 8

Introduction

Week 2: September 13 & 15

September 15: Visit to Chazen Museum

Were the native peoples of the Americas “Indians”?

Secondary Source:

Restall and Lane, Preface and Chapter 1, “Native America”

Primary Source:

“The Ancestors of the People Called Indians: A View from Huarochirí, Peru (ca. 1598-1608),” in *Colonial Latin America: A Documentary History*, Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham, eds. (Lanham, MD: SR Books, 2004), pp. 3-13.

Week 3: September 20 & 22

Was there a “Europe” before the invasion of the Americas? Why did Europeans seek to expand?

Secondary Source:

Robert Bartlett, "The Expansion of Latin Christendom," in *The Making of Europe: Conquest, Colonization and Cultural Change, 950-1350* (Princeton: Princeton University Press, 1993), pp. 1-23.

T. Bentley Duncan, "Navigation between Portugal and Asia in the 16th and 17th centuries." In Cyriac K. Pullapilly and Edwin J. Van Kley eds. *Asia and the West. Encounters and exchange from Age of Explorations. Essays in Honor of Donald F. Lach*, (Notre Dame: Cross Roads Books, 1986), pp. 3-25.

Primary Sources:

"Prince Henry of Portugal." In J.H. Parry ed. *The European Reconnaissance. Selected Documents* (New York: Walker, 1968), pp. 53-57.

"Letter of Cristavo Viera" In *The European Reconnaissance. Selected Documents* pp. 122-128 (read only until "The country of China is divided into fifteen provinces")

Week 4: September 27 & 29

First Short Paper Due: September 27, 2:30 PM

How did contact with West Africa change the nature of European expansion?

Secondary Source:

Restall and Lane, Chapter 3 "Atlantic Africa"

Primary Source:

"The Treason of Dom Pedro Nkanga a Mvemba against Dom Diogo, King of Kongo, 1550," *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*, Kathryn Joy McKnight and Leo J. Garofalo, eds. (Indianapolis: Hackett, 2009), pp. 2-29.

Week 5: October 4 & 6

How did Europeans react to the first encounter? How do we know what Native people thought of the first encounter?

Secondary Source:

Olivia Harris, "The Coming of the White People: Reflections on the Mythologization of History in Latin America," *Bulletin of Latin American Research* 14:1 (January 1995), pp. 9-24.

Primary Sources:

Christopher Columbus, "Letter to various persons describing the results of the first voyage (1493)." In J.M. Cohen ed. *The Four Voyages of Christopher Columbus* (London: Penguin, 1969), pp. 115-123.

"Omens Foretelling the Arrival of the Spaniards," in Miguel Leon-Portilla ed. *The Broken Spears. The Aztec Account of the Conquest of Mexico* (Boston: Beacon Press, 1962), pp. 3-36.

"The Lords and Holy Men of Tenochtitlan Reply to the Franciscans (1524)," in Mills and Taylor eds. *Colonial Spanish America*, pp. 19-22.

Week 6: October 11 & 13

What were the aims of colonial institutions?

Secondary Source:

Restall and Lane, Chapter 4, "The Iberian imperial dawn"

Restall and Lane, chapter 7, "The incomplete conquest"

Primary Sources:

"Spain's Immigration and Emigration Policy (1672)" in Eric Williams, ed. *Documents of West Indian History* (Port of Spain: PNM, 1963), v. 1, pp. 41-46.

"*Repartimiento* of the Indians of Panama (1522)," in Parry and Keith eds., v.3, pp. 80-85.

"The Town Council of Huejotzingo, Letter to King Philip II (1560)." in Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (Boston and New York: Bedford/St. Martin's, 2000), 233-238.

Week 7: October 18 & 20

How did the colonizers decide who counted as a legitimate subject and what their rights, responsibilities, and privileges were?

Secondary Source:

Anthony Pagden, "Dispossessing the Barbarian: Rights and Property in Spanish America," in *Spanish Imperialism and the Political Imagination. Studies in European and Spanish-American Social and Political Theory, 1513-1830*, Anthony Pagden, ed. (New Haven and London: Yale University Press, 1990), pp. 13-36.

Primary Sources:

The Requirement (1510), in Parry and Keith, eds., v. 1, pp. 288-290.

Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1552) (London: Penguin, 1992), pp. 3-13 and 127-130.

Week 8: October 25 & 27

How did the slave trade function? What was life like under slavery?

Mid-Term Exam: In Class, October 27

Secondary Source:

Restall and Lane, Chapter 9, "Black Communities"

Alex Borucki, David Eltis, and David Wheat, "Atlantic History and the Slave Trade to Spanish America," *American Historical Review* 120 (2) (2015), pp. 433-461.

Primary Sources:

Map – The Atlantic Slave Trade

"Spain's Code Noir (1574)," in Eric Williams ed., *Documents of West Indian History*, v. 1, pp. 151-154.

"Felipe Edimboro Sues for Manumission, Don Francisco Xavier Sánchez Contests (1794)," in Richard Boyen and Geoffrey Spurling eds. *Colonial Lives: Documents on Latin American History 1550-1850* (New York: Oxford University Press, 2000), pp. 233-247.

Week 9: November 1 & 3

What were the intellectual and scientific consequences of the first encounter?

Secondary Source:

Derek Massarella, "The Jesuits and Japan," in Anthony Disney and Emily Booth, eds., *Vasco da Gama and the Linking of Europe and Asia* (New Delhi: Oxford University Press, 2000, pp. 233-247).

Primary Source:

Michel de Montaigne, "On Cannibals," in Eric Cochrane and Julius Kirshner, eds. *University of Chicago Readings in Western Civilization, vol. 5: The Renaissance* (Chicago: University of Chicago Press, 1986), pp. 285-296.

Week 10: November 8 & 10

How did the empire function? What happened when people did not abide by the Spanish ideals of how society should be organized?

Secondary Sources:

Restall and Lane, Chapter 12, Daily Life in City and Country

David Frye, "Telling Histories: A Late Colonial Encounter of Spaniards and Indians in Rural Mexico and in the Archives," *Colonial Latin America Review* 3 (1994), pp. 115-138.

Primary Source:

Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*, trans. Michele Stepto and Gabriel Stepto (Boston: Beacon Press, 1996), pp. 1-38 and 61-80.

Week 11: November 15 & 17

What role did religion play?

Second Short Paper Due: November 17, 2:30 PM

Secondary Source:

Restall and Lane, Chapter 10, "The Religious Renaissance"

Primary Sources:

"Will of Pedro de Vadillo (1530)," in Parry and Keith, eds., v.2, pp. 349-353

"Pedro de Gante's Letter to Charles V (1552)," in Mills and Taylor, eds., pp. 81-89.

"Slavery and Church Doctrine: The Archbishop of Bahia (1707)," in Robert Edgar Conrad, ed. *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (Princeton: Princeton University Press, 1983), pp. 154-159.

"Complaint of Manuela," in Kathryn Joy McKnight and Leo J. Garofalo, eds., *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812* (Indianapolis and Cambridge: Hackett Publishing, 2009), pp. 295-301.

Week 12: November 22 [NO CLASS Nov. 24 for Thanksgiving Break]

How do we understand the role of women in colonial Latin American society?

Secondary Source:

Restall and Lane, Chapter 11, "Deviancy, Discipline and Identity"

Ruth Behar, "Sexual Witchcraft, Colonialism and Women's Powers: Views from the Mexican Inquisition," in Asunción Lavrin ed. *Sexuality and Marriage in Colonial Latin America* (Lincoln: University of Nebraska Press, 1989), pp. 178-206.

Primary Sources:

"Santa Rosa of Lima According to a Pious Account (1617)," in Mills and Taylor eds., pp. 194-202.

"Sor Juana Inés de la Cruz's Letter to Sor Filotea (1691)," in Mills and Taylor eds., pp. 203-210.

"Portraits of Santa Rosa and Sor Juana," in Mills and Taylor, eds., pp. 211-213.

"The Witchcraft Trials of Paula de Eguiluz, a Black Woman, in Cartagena de Indias, 1620-1636," *Afro-Latino Voices* pp. 175-194.

Week 13: November 29 & December 1

How do we understand the colonial frontier?

Secondary Source:

Stephen E. Lewis, "Myth and the History of Chile's Araucanians," *Radical History Review* 58 (1994): 112-141.

Primary Sources:

"Nicolás Nenguirú's Letter to the Governor of Buenos Aires (1753)," in Mills and Taylor eds., pp. 263-267.

Week 14: December 6 & 8

Did the reforms of the eighteenth century lead to rebellions?

Secondary Sources:

Restall and Lane, Chapter 13, "War and Reform"

Anthony MacFarlane, "The Sources of Popular Protest," in John Lynch, ed. *Latin American Revolutions*, pp. 216-227.

Brian E. Hamnett, "Riots and Rebellions," in John Lynch ed. *Latin American Revolutions*, pp. 228-238.

Primary Sources:

Documents 36-44 on pp. 67-76 in Ward Stavig and Ella Schmidt, eds. *The Tupac Amaru and Catarista Rebellions* (Indiana: Hackett Publishing, 2008).

Manuel de Salas, "Chile, Poverty by Default," in John Lynch ed. *Latin American Revolutions*, pp. 143-149.

Week 15: December 13 & 15

Final Response Paper Due: December 15, 2:30 PM

Was independence inevitable?

Secondary Sources:

Restall and Lane, Chapter 15, "Independence"

Francois-Xavier Guerra, "The implosion of the Spanish American Empire: Emerging Statehood and Collective Identities," in Luis Roniger and Tamar Herzog, eds. *The Collective and the Public in Latin America: Cultural Identities and Political Order* (Brighton: Sussex Academic Press, 2000), pp. 71-93.

Primary Sources:

Manuel Belgrano, "The Making of an Insurgent," John Lynch, ed. *Latin American Revolutions*, pp. 258-262.

"The Argentine Declaration of Independence (1816)," in Mills and Taylor, eds., pp. 345-346.