This course is an introductory survey of colonial Latin American history, from the late fifteenth to the early nineteenth century. We will examine developments in Spanish and Portuguese America by reading both secondary and primary sources. We will begin with fifteenth-century Europe, the Americas and West Africa, and its expansion, encounters between the Old and the New Worlds, the role of religion, sexuality, gender, labor and production, trade and exchange, and politics. Each week, we will focus on a central question that addresses the topic for the week.
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:**


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:**

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

**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:

Week 3: September 20 & 22
Was there a “Europe” before the invasion of the Americas? Why did Europeans seek to expand?

Secondary Source:


Primary Sources:
“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:

**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:

Primary Sources:

**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.

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:

Primary Sources:

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”

Primary Sources:
Map – The Atlantic Slave Trade
**Week 9: November 1 & 3**
What were the intellectual and scientific consequences of the first encounter?

Secondary Source:

Primary Source:

**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*

Primary Source:

**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.

**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”

Primary Sources:
“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.

Week 13: November 29 & December 1
How do we understand the colonial frontier?

Secondary Source:

Primary Sources:

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”

Primary Sources:

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”

Primary Sources: