

Part 1: SABBATICAL PLAN

Board of Regents and CU System policies require the following information be provided by each faculty member applying for a sabbatical assignment. Thank you for completing this public document in a clear and substantive way. Each response should be a minimum of 300 words.

Applicant Name: _____

Title of Sabbatical Project: War and Slavery in Colonial Chile

(1) Describe your sabbatical's academic objectives including its contribution to your professional growth and expertise.

The main academic goal of my sabbatical leave is to conduct the indispensable archival research for my current book-length project,

_____ This study investigates the history of Indigenous slavery in colonial Latin America, focusing specifically on the enslavement of the Mapuche people in southern Chile from the sixteenth to the nineteenth century. By centering this case study, the project aims to contribute to a more inclusive and comparative history of slavery—one that recognizes the diversity of enslaved experiences and the complex entanglements of race, gender, labor, and empire across the Americas. Although Indigenous slavery has often been treated as an isolated occurrence, or chalked off to the greed of individual Spaniards, I will argue that it constituted a foundational element of the Spanish colonial project in the Americas, and that, as such, had profound and long-term effects both in the Indigenous societies it affected and in the new colonial economies put in place after the European invasion.

This research also speaks directly to contemporary concerns about the legacies of colonialism, particularly the ongoing marginalization of Indigenous peoples in Latin America. By recovering and analyzing historical narratives that have been overlooked or suppressed, the project seeks to reshape our understanding of colonial violence and its enduring impact. It represents a significant shift in my academic research agenda. While my previous work at CU Boulder has focused on the Jesuit order's role in colonial South America—as reflected in my first two books, _____—this new project builds on insights I gained during those studies.

My interest in Indigenous slavery emerged from research on Diego de Rosales, a Jesuit scientist and abolitionist. _____ I edited his _____, a major anti-slavery text of the seventeenth century. Rosales and other Jesuits viewed the slave trade as a central factor in the prolonged conflict between the Spanish and the Mapuche. My current project places slavery at the heart of historical discussions about seventeenth-century Chile, aiming to engage broader audiences and contribute to contemporary debates on Indigenous rights, historical memory, and colonial legacies.

[REDACTED]

(2) Describe your work plan including all anticipated professional activities (i.e., where will you spend your sabbatical, what you will do, your work timeline, etc.).

From January to March 2027, I will conduct archival research at [REDACTED] in Seville, Spain, the main repository of colonial documentation in Spain, where I plan to examine encomienda documents, official reports on the performance of colonial authorities, and government documentation related both to the war in southern Chile and the enslavement of the Mapuche during the seventeenth century. In April and May, I will continue my research at [REDACTED] in Valladolid, where the documents related to the [REDACTED] are housed. These documents will provide information regarding imperial policy and decisions related to the establishment of a formal border between Spanish and Mapuche lands and the permanent army that protected it. I will also visit [REDACTED] in Madrid to examine historical manuscripts and rare printed sources. During this same period, I plan to travel to Rome to work at the [REDACTED] which holds critical internal correspondence and theological writings of the order. Given that the Jesuits were the main opponents to Indigenous slavery in Chile, [REDACTED] will provide a glimpse into their internal deliberations and political goals, through the annual reports sent from Chile to Rome and through internal documentation between individual Jesuits and the order's leadership in Rome. These European archives will provide essential context for understanding the transatlantic dimensions of Jesuit missions and colonial governance. In June and July, I will return to Chile to conduct research at the [REDACTED] in Santiago. There, I will focus on local records related to Indigenous slavery, Jesuit activities, and the Mapuche-Spanish conflict, such as last wills, trial proceedings, census data, tax rolls and other documents essential to my research. This archival work is absolutely indispensable for my current book project.

- [REDACTED]
- (3) Describe how meeting your sabbatical objectives will benefit the academic, clinical, and/or pedagogical goals of your primary unit.

This project directly supports the [REDACTED] Department's commitment to advancing inclusive, transnational, and socially engaged scholarship. By placing Indigenous slavery at the center of the historical inquiry into colonial Latin America, it challenges and expands the dominant Eurocentric and Atlantic-centered narratives that have long shaped the field. This reframing not only brings visibility to marginalized voices and experiences but also deepens our understanding of the complex systems of labor, coercion, and resistance that defined colonial societies. The project contributes meaningfully to the department's established strengths in colonial studies, Indigenous histories, and critical race and gender theory, offering new avenues for research and teaching.

Its interdisciplinary methodology—drawing from history, literature, theology, and legal studies—embodies the department's goal of fostering cross-disciplinary collaboration and intellectual exchange. By focusing on the Mapuche people and the broader implications of colonial violence, the project engages with pressing contemporary issues such as Indigenous rights, reparative justice, and historical memory. These themes resonate beyond academia, positioning the department as a leader in public-facing scholarship that bridges past and present.

The planned edited volume on Indigenous labor regimes will serve as a platform for collaboration with scholars across Latin America, strengthening the department's international partnerships and enhancing its global visibility. This initiative will also enrich the undergraduate and graduate curricula by introducing students to new materials, perspectives, and methodologies related to slavery, colonialism, and Indigenous agency. Through its rigorous and socially conscious approach, the project exemplifies the mission of both the College of Arts and Sciences and the [REDACTED] Department: to produce scholarship that is historically grounded, ethically engaged, and responsive to the complexities of our world. In doing so, it not only advances academic knowledge but also contributes to broader conversations about equity, inclusion, and historical accountability.

(4) Describe how your sabbatical project will enhance the university's reputation.

The project's engagement with Chilean and Mapuche scholars will significantly strengthen CU Boulder's global partnerships and reinforce its commitment to ethical, community-centered research practices. By fostering direct collaboration with Indigenous intellectuals and academic institutions in Chile, the project promotes reciprocal knowledge exchange and ensures that research on Indigenous slavery is conducted with cultural sensitivity and historical accountability. This collaborative model not only enhances the scholarly rigor of the project but also aligns with CU Boulder's broader mission to support inclusive and socially responsible research.

At its core, the project seeks to restore the agency of enslaved Indigenous peoples by foregrounding their experiences, resistance, and contributions within colonial systems. It confronts the enduring legacies of colonialism by challenging dominant historical narratives that have long marginalized or erased Indigenous perspectives. Through a justice-oriented lens, the project reinterprets colonial violence and its afterlives, offering new frameworks for understanding the intersections of race, gender, labor, and empire in the Americas. This approach contributes to a more nuanced and equitable historical record, one that acknowledges the centrality of Indigenous slavery in shaping the colonial and postcolonial world.

By advancing this critical scholarship, the project will deepen University of Colorado at Boulder's role as a hub for innovative, globally relevant academic work. It will enhance the university's visibility in international conversations about slavery, empire, and Indigenous rights, positioning it as a leader in rethinking the legacies of colonialism in the Western Hemisphere.

Furthermore, the project's outcomes—including publications, public events, and curricular materials—will enrich the university's educational offerings and foster greater awareness among students and the broader community. In doing so, it exemplifies CU Boulder's dedication to producing research that bridges historical inquiry with contemporary social justice concerns, and that contributes meaningfully to both academic and public discourse.

(5) Describe how your sabbatical will contribute to the educational experience of students.

This project will significantly enrich the educational experience of students in the [REDACTED] Department at CU Boulder in multiple and meaningful ways. First and foremost, it will introduce students to underexplored and critically important topics such as Indigenous slavery in Latin America, thereby expanding their understanding of colonial history beyond conventional Eurocentric narratives. By integrating my research findings into course materials, students will gain access to cutting-edge scholarship and rare primary sources drawn from archives in Spain, Chile, and Rome. These materials will allow students to engage directly with historical documents, fostering a deeper appreciation for archival research and historiographical analysis.

Students will be encouraged to explore complex and intersecting themes such as race, gender, empire, labor, and resistance, which are central to both historical inquiry and contemporary social justice discourse. This engagement will promote critical thinking, interdisciplinary analysis, and ethical reflection, equipping students with intellectual tools that are applicable across academic and professional contexts. The project's emphasis on Indigenous voices and experiences will challenge students to consider the politics of historical memory and the ways in which marginalized communities have been represented—or silenced—within dominant historical frameworks.

Moreover, the project offers rich opportunities for public history initiatives, digital humanities projects, and creative collaborations that can extend beyond the classroom. These initiatives will allow students to participate in the production and dissemination of knowledge in innovative formats, including exhibitions, digital storytelling, and community-engaged scholarship. Graduate students will benefit from advanced training in archival research, historiography, and interdisciplinary methods, while undergraduates will have opportunities to pursue independent research and contribute to faculty-led projects. Faculty development will also be supported through new course designs and collaborative research opportunities. In sum, this project will foster a dynamic, inclusive, and globally engaged learning environment that reflects CU Boulder's educational mission and values.

Part 2: REMUNERATION AND FUNDING PLAN

Regarding external funding, faculty members applying for sabbatical assignments are expected to apply for external funding (such as fellowships, grants, or clinical work) when appropriate. The total university salary to the faculty member, from sabbatical pay and any contract or grant administered through the university, shall not exceed university limits. There is no restriction on additional non-university income, subject to the faculty member satisfying the duties of the sabbatical plan and any contract/grant requirements. If a faculty member on sabbatical anticipates funding, sponsorship, employment, gifts, non-financial support, or other benefits from foreign institutions or sources, these should be detailed in the sabbatical remuneration plan, and all appropriate Export Control procedures should be followed. In addition, faculty members on sabbatical leave are not permitted to be paid for any administrative appointments or extra teaching during the sabbatical period.

- (6) Per CU System APS 1024, it is expected that faculty members applying for sabbatical will also apply for **external** funding to the extent it is available. Describe any anticipated external funding sources, amount of funding from sources external to CU, and attempts to obtain such funding.

I applied for an grant from the [REDACTED] to help pay for the associated costs of the multi-continental research I need to conduct. I submitted my application for the [REDACTED] [REDACTED] on September 25, 2025.

- (7) Describe the source and amount of any additional funding to support your sabbatical, including departmental or gift funding.

I am also applying to an internal grant, [REDACTED], to fund my research during my sabbatical.

- [REDACTED]
- (8) Describe any anticipated support from foreign or international entities, including research collaborators, host universities, or other institutions, (e.g., equipment use, office/lab space, lodging or travel).

I do not expect any support from foreign or international entities.

- (9) Under the University's [APS 1024](#), faculty must identify business expenses to be reimbursed in connection with a Sabbatical Plan. Please describe anticipated business expenses and the funding source for those expenses.

I am not anticipating asking for reimbursement for any business expenses.

- (10) Will this plan require international travel? If so, please describe the travel including anticipated destination(s).

Yes, this plan requires travel to Spain (Seville, Madrid, and Valladolid), Italy (Rome), and Chile (Santiago), where the archives more relevant to my project are located.

Part 3:
DEPARTMENT CHAIR/UNIT HEAD
PLAN FOR COVERAGE AND REMUNERATION

Based on the corresponding CU System [APS 1024](#), the dean of the school/college shall ensure that the costs associated with the sabbatical are covered, including teaching replacement expenses. The dean may suspend a sabbatical if funding is not available in the school/college. Remuneration (from university resources such as state funding, university administered grants or contracts, or any other university managed sources) for the sabbatical assignment shall be as follows: for full-time faculty on nine-month appointments, either full salary for one semester or half salary for two semesters; for full-time faculty on 12-month appointments, six months full salary or 12 months half salary. Please note that remuneration from university-managed funds or university-administered grants or contracts should not exceed 100% of the faculty member's base salary in the case of full-pay sabbaticals, or 50% in the case of half-pay sabbaticals. For two-semester sabbaticals, remuneration sourced from General Funds (Fund 10) should not be used to supplement a half-salary. Stipends for administrative duties, such as chair or center director stipends, are not included in "base salary" and shall not be taken into account in calculating the individual's salary while on sabbatical.

- (11) Describe the plan for coverage of the faculty member's teaching responsibilities and replacement of teaching expenses. If it is known at the time this application is being made, include specific course names or numbers to be replaced each semester.

We will request replacement funding via Leaves and Replacements from AHUM. We receive the equivalent of 2 courses at the Lecturer rate for a 5 credit class - this AY it is \$6380 per 5 credit hour class so we would receive \$12760 in replacement funds. [REDACTED] taught [REDACTED] and [REDACTED] this semester. [REDACTED] would teach two 3-credit, upper-division courses. [REDACTED] is not an institute rostered faculty member.

- (12) If the applicant is in an additional administrative position (e.g., chair or director), indicate how the administrative responsibilities will be covered.

N/A