

Seminar in Colonial Spanish America

Prof. Max Deardorff
Location: Keene-Flint 0013

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Office Hours: Tu 11-12 (Zoom), W 2-4
(Grinter 339)

Time: Mondays, 3:00-6:00pm

Description and Goals:

This seminar will serve as a historiographical introduction to colonial Latin America, acknowledging recent trends within the field and situating them in context within deeper traditions. Major themes treated in the course include: ethnography of pre-Hispanic polities, conquest, religion, race, ethnicity, gender, ethnogenesis, labor, and medicine. We will also examine the underpinnings of the colonial economy, the policies and institutions that made it viable, and the evolution of the Atlantic as a cultural basin. A “Further Reading” appendix, available on the course Canvas site, will be available for thematic follow-up, for building an exam list, and to give you a starter-list from which to build a historiographical bibliography.

Developing Skill Sets

1. Recognize the scope and parameters of what defines colonial Spanish America, temporally, geographically, and socially
2. Build familiarity with sources and methods particular to this field
3. Learn how to choose between Academia.edu, JSTOR, and other databases when looking for scholarship
4. Build familiarity with digital history resources (via maxdeardorff.org, for instance)
5. Build familiarity with range of sources available for study of colonial Latin America, published and unpublished
6. Identify relevant journals to the field

Assignments and Grades:

- I. **Response papers (20% of final grade):** Each student is responsible for writing four response papers, of 2-3 pages length each. Two should be handed in before break, and two after. Response papers should not be summaries of the reading but a critical analysis of some aspect of the week’s work that grabs the student’s attention. Responses should not attempt to be comprehensive, but can (and should) engage with, for example, one article or a line of argument in a monograph. They will be graded for clarity, thoughtfulness and sophistication.
- II. **Seminar leadership (20% of final grade):** Two students will share duties each week for leading seminar. Students are responsible for leading discussions of the main text(s) in question at least twice over the course of the semester. Each presentation will constitute 10% of the final grade.

Students in charge of leading seminar discussions are expected to A) present on the central issues of the assigned readings (including the relevance of the primary

documents); B) consult the historiography the readings speak to, and (C) offer a detailed review of the main text(s) in question.

In consultation with the professor, the student(s) in charge of the seminar will also distribute to the class a list of questions two days in advance (via email BY FRIDAY). These questions should serve to guide the discussion.

III. Participation (10%)

For non-presenters, **ideal participation involves** having done the reading, having come prepared with discussion points, and engaging other class members in analysis of the reading during our weekly meeting. This is grad school. Everybody talks, every week!

IV. Historiographical or research essay (50% of final grade):

Each student will write a historiography or research paper on a specific topic covered in the seminar.

These essays should be 15-25 pages in length.

Students enrolled in the seminar working outside the Latin American field are welcome to write a historiographical paper relevant to their field of study (consult possible themes with the professor in advance).

Eight weeks before the paper is due (**date: 10/17**), each student must submit a 200-word abstract outlining the objective of the essay to be written.

Four weeks before the paper is due (**date: 11/14**), each student must submit an **annotated bibliography** of the main sources to be used for the paper.

Final paper is DUE: (date: Dec. 12) to CANVAS by noon

A HELPFUL GUIDE ON YOUR HISTORIOGRAPHICAL ESSAYS¹:

A historiographical paper is an essay that examines the different ways in which various historians have approached a historical topic. Unlike a research paper, a historiographical paper is not a study of a historical subject; instead, it is an analysis of the way in which historians have interpreted that topic.

A historiography paper should give readers a detailed overview of the major works of scholarship on a topic, and it should summarize, evaluate, and critique the arguments of each of those works. After reading your paper, a person should be able to list the major schools of historical interpretation of your topic, and should have a good understanding of the reasons why scholars have adopted each of those approaches.

While your paper will probably be a book-by-book comparison of the historiographical approaches to your topic, make sure that your paper is not simply a compilation of mini-book

¹ What follows is an abbreviated version of a guideline available in the following website:

[http://www.westga.edu/~dkwillia/HIST%206684%20-%20historiography%20paper%20guidelines%20\(fall%202009\).htm](http://www.westga.edu/~dkwillia/HIST%206684%20-%20historiography%20paper%20guidelines%20(fall%202009).htm)

reviews. Your essay needs to make an argument, and it should be organized around a strong, central thesis.

Your essay should discuss the ways in which the historical scholarship on your topic has changed over time, and the factors that might account for these changes.

You should conclude your paper by summarizing the current state of the field and suggesting possible approaches that future students of your topic may want to take. What research remains to be done in the field? What should the next student of your topic consider in order to differentiate his or her approach from previous research in the field?

For examples of good historiographical essays, you may want to look at some of the recent historiographical articles in *Reviews in American History* or other historical journals that publish such essays regularly.

Background Reading

Mark. A. Burkholder and Lyman L. Johnson, *Colonial Latin America* 10th edition (Oxford University Press, 2018)

J.H. Elliott, *Imperial Spain: 1469-1716* 2nd edition (Penguin, 2002)

Allan J. Kuethe & Kenneth J. Andrien, *The Spanish Atlantic World in the Eighteenth Century: War and the Bourbon Reforms, 1713-1796* (Cambridge University Press, 2014)

Tamar Herzog, *Defining Nations: Immigrants and Citizens in Early Modern Spain and Spanish America* (Yale, 2003)

Ida Altman, *Emigrants and Society: Extremadura and Spanish America in the Sixteenth Century* (UC, 1989)

Nicholas Canny & Philip Morgan eds., *The Atlantic World, c. 1450-1850* (Oxford University Press, 2011)

OXFORD RESEARCH ENCYCLOPEDIAS – LATIN AMERICAN HISTORY

The Oxford Research Encyclopedias offer very good and very up-to-date essays on Latin American Topics. Consult on-campus through our library's homepage (<https://uflib.ufl.edu/>) in order to get complete access.

http://latinamericanhistory.oxfordre.com/browse?t0=ORE_LAH:REFLAH022

OXFORD BIBLIOGRAPHIES

The bibliographies contained on two collections on this site ("Atlantic History" and "Latin American Studies") are especially relevant to this course. Usually compiled by top scholars in the field, these offer especially complete and up-to-date views of the historiography on a range of themes. <https://www.oxfordbibliographies.com/> (must be logged in on campus or with a VPN for full access)

Week 1: New Conquest History & Indigenous Slavery

Mon 8/29

Inga Clendinnen, "'Fierce and Unnatural Cruelty:' Cortés and the Conquest of Mexico," *Representations* 33 (1991): 65-100

Matthew Restall, "The New Conquest History," *History Compass* 10:2 (2012): 151-160

Erin Stone, "Slave Raiders vs. Friars: Tierra Firme, 1513–1522," *The Americas* 74:2 (April 2017): 139-170

Nancy van Deusen, "Diasporas, Bondage, and Intimacy in Lima, 1535 to 1555," *Colonial Latin American Review* 19:2 (2010): 247-277

Week 2: Holiday / No Class

~~Mon 9/5~~

Week 3: Human Settlement and Logics of Imperial Rule

Mon 9/12

Jeremy Mumford, *Vertical Empire: The General Resettlement of Indians in the Colonial Andes* (2012)

Week 4: Gender, the Public Sphere, and the Early Colonial Economy

Mon 9/19

Kathryn Burns, *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru* (1999)

Jane Mangan, "A Market of Identities: Women, Trade, and Ethnic Labels in Late Colonial Potosí," in Andrew Fisher and Matthew O'Hara, ed., *Imperial Subjects: Race and Identity in Colonial Latin America* (Duke 2009), 61-80

Week 5: Engine of Imperial Wealth

Mon 9/26

Kris Lane, *Potosí: The Silver City That Changed the World* (University of California Press, 2019)

Week 6: Transpacific Empire

Mon 10/3

Tatiana Seijas, *Asian Slaves in Colonial Mexico: From Chinos to Indians* (Cambridge, 2014)

Ricardo Padrón, *The Indies of the Setting Sun: How Early Modern Spain Mapped the Far East as the Transpacific West* (Chicago, 2020), excerpts

Week 7: Atlantic Trade & Inter-Imperial Interactions

Mon 10/10

Linda Rupert, *Creolization and Contraband: Curaçao in the Early Modern Atlantic World* (Georgia, 2012)

Week 8: Repositories of Memory

Mon 10/17

Kathryn Burns, *Into the Archive: Writing and Power in Colonial Peru* (2010)

RESEARCH PROPOSAL DUE: (roughly 500 words)

Week 9: The Colonial Church and its People

Mon 10/24

Jessica Delgado, *Laywomen and the Making of Colonial Catholicism in New Spain* (Cambridge, 2018)

Sabine MacCormack, "Human and Divine Love in a Pastoral Setting: The Histories of Copacabana on Lake Titicaca," *Representations* 112:1 (Fall 2010): 54-86

Week 10: Afro-Latin America

Mon 10/31

James Sweet, "Mistaken Identities - Olaudah Equiano, Domingos Alvares and Methodological Challenges of Studying African Diaspora," *American Historical Review* (2009): 279-306

Rachel O'Toole, "From the Rivers of Guinea to the Valleys of Peru: Becoming a Bran Diaspora within Spanish Slavery," *Social Text* 92, 25:3 (Fall 2007): 19-36

Karen Graubart, "*So color de una cofradia*: Catholic Confraternities and the Development of Afro-Peruvian Ethnicities in Early Colonial Peru," *Slavery and Abolition* (2011): 1-22

Javier Villa-Flores, "To Lose One's Soul': Blasphemy and Slavery in New Spain, 1596-1669," *Hispanic American Historical Review* 82:3 (2002): 435-468

De la Fuente, Alejandro, "Slaves and the Creation of Legal Rights in Cuba: Coartación and Papel," *Hispanic American Historical Review* 87:4 (November 2007): 652-692

Michelle McKinley, chapter 1 "Litigating Liberty" in *Fractional Freedoms: Slavery, Intimacy, and Legal Mobilization in Colonial Lima, 1600-1700* (Cambridge, 2016)

Week 11: Health, Medicine, Science

Mon 11/14

Paul Ramírez, *Enlightened Immunity: Mexico's Experiments with Disease Prevention in the Age of Reason* (Stanford, 2018)

Pablo Gómez, "Domingo de la Ascensión and the Criollo Healing Culture of the Seventeenth Century Caribbean," in *The Gray Zones of Medicine: Healers and History in Latin America*, Diego Armus and Pablo F. Gómez, Eds. (Pittsburgh: University of Pittsburgh Press, 2021)

Week 12: Popular Politics of the 18th Century, Part I

Mon 11/21

S. Elizabeth Penry, *The People Are King: The Making of an Indigenous Andean Politics* (Oxford, 2019)

Alcira Dueñas, "Indian Colonial Actors in the Lawmaking of the Spanish Empire in Peru," *Ethnohistory* 65:1 (2018): 51-73

Sergio Serulnikov, "The Túpac Amaru and the Katarista Rebellions," *Oxford Research Encyclopedia: Latin American History* (2016)

Week 13: Popular Politics of the 18th Century, Part II

Mon 11/28

Lyman L. Johnson, *Workshop of Revolution: Plebeian Buenos Aires and the Atlantic World, 1776-1810* (Duke, 2011)

Week 14: Independence, the Liberal Order, and Transformations in the Social Sphere

Mon 12/5

Chad Black, *The Limits of Gender Domination: Women, the Law, and Political Crisis in Quito, 1765-1830* (UNM, 2010)

Final Paper Due: Monday December 12th, by 12pm (noon!) via Canvas