LAH 6934 Seminar in Colonial Spanish America

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Location: Keene-Flint 0013
Office Hours: M 10:45-12:45; F 10:45-11:45
Time: Wednesdays, 3:00-6:00pm
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Course Description:

This seminar will serve as an introduction to the field of colonial Latin America, acknowledging recent trends within the field and situating them in context within deeper historiographical traditions. Major themes treated in the course include: ethnography of pre-Hispanic polities, conquest, religion, race, ethnicity, gender, law, medicine/science, ethnogenesis, slavery, labor, trade, late colonial rebellion, and the evolution of the Atlantic as a cultural basin. The “Further Reading” sections of the syllabus are there for follow-up, for building an exam list, and to give you a starter-list from which to build a historiographical bibliography for research papers.

Developing Skill Sets (Course Goals)

1. Students will develop familiarity with major lines of historiography and new trends within them, and (if relevant) consider how to situate their own scholarship vis-à-vis the existing literature
2. Students will develop familiarity with a range of sources available for the study of colonial Latin America, published and unpublished
3. Students will deepen their familiarity with digital history resources, including both digitalized archives and thematic collections of historical sources, to be used both in teaching and in research
4. Students will learn how to identify journals that regularly publish scholarship relevant to their research and teaching interests
5. Students will develop familiarity with sources of colonial law and how to connect legal conflicts to the underlying legal statutes
6. Students will become familiar with Oxford Bibliographies Online and Oxford Research Encyclopedia in Latin American and Caribbean History – excellent sources for background knowledge in the field
7. Students will have an opportunity to discuss how to map historiography onto a 15-week undergraduate survey syllabus
Assignments and Grades:

I. Seminar leadership (15% of final grade) and Participation (15% of final grade): Each student is responsible for leading discussions of the main text(s) in question once over the course of the semester.

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 SUNDAY). These questions should serve to guide the discussion.

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.

II. Response papers (15% of final grade): Each student is responsible for writing three response papers, of roughly 700 words each (One by Week 4, a second by Week 10, and the final one by Week 14). 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.

III. Literature Review (10% of final grade): On the fifth week, rather than focusing on a monograph, students will peruse the content of a major journal in the field of colonial Latin America, analyze it, write a 1000 word statement detailing their findings, and share a short comment on those findings with the class the following week.

IV. Legal Focus (10% of final grade): At one point between the 2rd and 13th weeks of the semester, each student will introduce one essential legal source from the Spanish colonial world to the class (prior consultation with the professor is encouraged), and within the following week prepare and turn-in a 1000-word analysis of a subsection of that prominent legal source. The analysis should include a short, 1-2 paragraph explanation of the significance of the legal source in general, before proceeding to analyze the subsection. The best-known legal sources include one set of laws devised in medieval Spain—the Siete Partidas (1265)—and one created specifically for Spanish colonies—the Recopilación de las Leyes de Indias (1680). Each dealt with myriad issues of civil law and criminal law over hundreds of pages. But these were not the only relevant sources used and employed by judges and legal practitioners; there are many, many, more. Your job is to pick one issue (slave property, lying under oath, the rights and limitations of mestizos, etc.) and provide an analytical summary of the relevant statutes within the legal source.
V. **Final essay (35% of final grade):** Each student will write EITHER (A) a historiographical essay that unites various readings on one of the themes suggested in the weekly schedule; OR (B) a research paper on a specific topic relevant to the seminar. [Pending topic approval from the professor]

A historiographical essay is taken here to mean an essay in which the student critiques the books and articles in questions, paying attention to each author’s 1) stated argument; 2) sources and methods; 3) biases; 4) contributions to the field; and 5) the publication’s weaknesses or shortcomings. Every historiographical essay should suggest avenues for further research in the future. For an example of a good historiographical essay, you may want to look at R. Douglas Cope, “Indigenous Agency in Colonial Spanish America,” *Latin American Research Review* 45:1 (2010).

Research papers will employ primary sources and link together the student’s planned thesis or doctoral research with a topic relevant to the theme of the seminar. History students are especially encouraged to write research papers using source material identified on this syllabus, particularly the legal compilations.

The essays should be 15-25 pages in length.

Students enrolled in the seminar working outside of the History Department or of the Latin American field are welcome to write a final essay relevant to their field of study (professor’s approval required; consult possible themes with the professor in advance).

Nine weeks before the paper is due (date: 10/9), each student must submit a 500-word Research Proposal outlining the sources and objective of the essay to be written.

Five weeks before the paper is due (date: 11/13), each student must submit an annotated bibliography of the main sources to be used for the paper.

**Final paper is DUE: (date: Dec. 11 ) to CANVAS by noon**

*“Resources”***: On most weeks of the syllabus, you will notice an entry labeled “Resources.” Each week the professor will devote a short period of time (approx. 5 mins) to introducing these tools available to scholars who research and teach colonial Latin American history. No student effort is required.

*“Document Analysis”***: Similarly, the assignments for most weeks include (translated) primary source documents. Documents have been chosen to reflect the kinds of source material used in the week’s primary reading. They have generally been taken from documentary readers used in the undergraduate classroom, and have been included not only to facilitate thinking about the research and analysis that goes into history monographs, but also so that graduate students might consider the documents as potential teaching resources for undergraduate syllabi they construct in the future.
Excused Absences: Because of the limited number of class meetings throughout the semester, attendance is absolutely crucial. Absences will be deducted from the seminar participation grade. Students who wish to be excused for their absence must provide medical documentation of their condition at the time.

Background Reading for the Course

Students desiring further background on major narratives and the deep structures of the Spanish Empire, should consult the works below. For those considering teaching a colonial course, the two *starred items may be worth purchasing.


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

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)

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 (http://cms.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 for full access)
Week 1: Conquest and Colonization: Classic accounts

Weds 8/21


**RESOURCE:** [Academia.edu](https://acade) (a key warehouse for accessing scholarly work that is not under copyright – one of the best for quickly locating book chapters)

**Further Reading:**

W. H. Prescott, *History of the Conquest of Mexico* (Various publishers, 1843)

Miguel Leon Portillo, *Visión de los vencidos* (1959) and *Los antiguos mexicanos a través de sus crónicas y cantares* (1961)


Sarah Cline, *Colonial Culhuacan, 1580-1600: The Social History of an Aztec Town* (New Mexico, 1986)


Jones, Grant D., *Maya Resistance to Spanish Rule: Time and History on a Colonial Frontier* (New Mexico, 1989).


Franklin Pease, *Curacas, reciprocidad y riqueza* (Lima: PUCP, 1992)


Steve Stern, *Perú’s Indian Peoples and the Challenge of Spanish Conquest* (Wisconsin, 1993)


Susan Kellogg, *Law and the Transformation of Aztec Culture, 1500-1700* (Oklahoma, 1995)


José Ignacio Avellaneda, *The Conquerors of the New Kingdom of Granada* (UNM, 1995)

Horn, Rebecca, *Postconquest Coyoacan: Nahuatl-Spanish Relations in Central Mexico, 1519–1650* (Stanford, 1997).


Kevin Terraciano, *The Mixtecs of Colonial Oaxaca* (Stanford, 2001)

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**Week 2: New Conquest History & Indigenous Slavery**

Weds. 8/28


**DOCUMENT ANALYSIS:**


**LEGAL FOCUS:**

[New Laws (1542) // “Ordenanzas de descubrimiento, nueva población y pacificación de las Indias” (1573) and “Cédula del Patronato” (1574) – concerning conquistadores and descubridores and laws that privileged them in the provision of benefits]
RESOURCE: Worldcat.org (great for getting full bibliographic information on books, and also for checking for multiple editions)

Further Reading:

Matthew Restall, Maya Conquistador (Beacon, 1998)

Laura E. Matthew and Michel R. Oudijk eds., Indian Conquistadors: Indigenous Allies in the Conquest of Mesoamerica (Oklahoma, 2007)


Lisa Sousa and Kevin Terraciano, “The ‘original conquest’ of Oaxaca: Nahua and Mixtec Accounts of the Spanish Conquest, Ethnohistory 50:2 (Spring 2003), 349-400


Jorge Augusto Gamboa Mendoza, El cacicazgo muisca en los años posteriores a la Conquista: del sibipkuna al cacique colonial, 1537–1575 (Bogotá: ICANH, 2010).


Camilla Townsend, Malintzin’s Choices: An Indian Woman in the Conquest of Mexico (UNM, 2006)


Andrés Resendez, The Other Slavery: The Uncovered Story of Indian Enslavement in America (Houghton Mifflin Harcourt, 2016)

**Week 3: Ethnohistory of the Andes**

Weds. 9/4


**DOCUMENT ANALYSIS:**

#36 “The Witness Francisco Poma y Altas Caldeas of San Pedro de Acas, Cajatambo, Peru,” in *Colonial Latin America, a Documentary History*

**LEGAL FOCUS:**

[José de Acosta, *De procuranda indorum salute* & III Council of Perú (1583), specific focus on idolatry]

**RESOURCE:** [maxdeardorff.org](http://maxdeardorff.org) (links to many Digital History projects and digitalized archives on both sides of the Atlantic)

**Further Reading:**


Franklin Pease, *Curacas, Reciprocidad y Riqueza* (PUCP, 2012)
Tristan Platt, Thérèse Bouysse-Cassagne, y Olivia Harris eds., Qaraqara-Charka: Mallku, Inka, y Rey en la provincia de Charcas (siglos XV-XVII) (Lima: IFEA, 2011)


Thomas Abercrombie, Pathways of Memory and Power: Ethnography and History among an Andean People (Wisconsin, 1998)

José Carlos de la Puente Luna, Los curacas bechiceros de Jauja: Batallas mágicas y legales en el Perú colonial (Lima: Fondo Editorial, 2007)

Susan Elizabeth Ramírez, To Feed and Be Fed: The Cosmological Bases of Authority and Identity in the Andes (Stanford, 2005)


Luis Millones, El Retorno de las Huacas (Instituto de Estudios Peruanos, 1990)

José Carlos de la Puente Luna, Los curacas bechiceros de Jauja: Batallas mágicas y legales en el Perú colonial (Lima: Fondo Editorial, 2007)


Week 4: Indigenous Christianities

Weds. 9/11

Martin Austin Nesvig, ed., Local Religion in Colonial Mexico (Albuquerque: University of New Mexico Press, 2006), chaps. 1, 7, 10


Sabine MacCormack, "Human and Divine Love in a Pastoral Setting: The Histories of Copacabana on Lake Titicaca," Representations 112:1 (Fall 2010): 54-86
DOCUMENT ANALYSIS:
#26 “Making an Image and a Shrine, Copacabana, Peru” in Colonial Latin America, a Documentary History

LEGAL FOCUS:
[III Council of México]


Further Reading:
Mark Z. Christensen, Nahua and Maya Catholicisms: Texts and Religion in Colonial Central Mexico and Yucatan (Stanford, 2013)
Alan Durston, Pastoral Quechua: The History of Christian Translation in Colonial Peru, 1550-1650 (Notre Dame, IN: University of Notre Dame Press, 2007)
Juan Carlos Estenssoro Fuchs, Del paganism a la santidad: la incorporación de los indios del Perú al catolicismo, 1532 – 1750 (Lima, 2003)


Elizabeth Boone, Louise Burkhart, and David Tavárez, *Painted Words: Nahua Catholicism, Politics, and Memory in the Atzaqualco Pictorial Catechism* (Dumbarton Oaks, 2017)


Ananda Cohen-Suárez, *Heaven, Hell, and Everything in Between: Murals of the Colonial Andes* (Texas, 2016)

Nicholas Griffiths, *Sacred Dialogues: Christianity and Native Religions in the Colonial Americas 1492-1700* (2017)

Hanks, William F., *Converting Words: Maya in the Age of the Cross* (UC Press, 2010).

Juan Carlos Estenssoro Fuchs, *Del paganismo a la santidad: la incorporacion de los indios del Peru al catolicismo, 1532-1750* (Lima: IFEA, 2003)

Week 5: NO CLASS - Journal Review & Research Project Prep

Weds. 9/18 No meeting

You have two assignments for this week.

(1) Pick one of the major journals from the field of Latin American history (or a journal that regularly publishes pertinent scholarship) and analyze the characteristics of its publications over the last fifteen years. Does the journal have a specific geographic or temporal focus? Does it feature predominantly economic, social, cultural, legal, or political history? What are the qualities of the books reviewed in the journal? Have favored themes changed over time? In roughly 1000 words, prepare a report to share with members of the class (instructions to be provided by instructor) (** Indicates the central journals of reference for English-speaking studies of colonial Latin America. * Indicates first-line journals of reference for colonialists, whose thematic focus is nevertheless wider than colonial Latin America. # Denotes secondary dedicated colonial journals.)

*Hispanic American Historical Review
**Colonial Latin American Review
**The Americas
Journal of Latin American Studies
*Ethnohistory
#Colonial Latin American Historical Review
Journal of Early Modern History
#Anuario de Estudios Americanos (Spain)
#Revista de Indias (Spain)
#Jahrbuch für Geschichte Lateinamerikas (Germany)
Rechtsgeschichte (Germany)

Latin American Research Review
*Luso-Brazilian Review
*William and Mary Quarterly
*Slavery and Abolition
Law and History Review
Revista Chilena de Historia del Derecho
Annuario Colombiano de Historia Social y de la Cultura
Revista Historia y Justicia (Chile)
Almanack (Brazil)
Revista da Historia da USP (Brazil)
Historia Mexicana

AND

(2) Identify a research topic and start collecting bibliography

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Week 6: Gender & the Public Sphere

Weds. 9/25

Kimberly Gauderman, *Women's Lives in Colonial Quito: Gender, Law, and Economy in Spanish America* (Texas, 2003), selected chapters


**DOCUMENT ANALYSIS:**


**LEGAL FOCUS:**

[Leyes de Toro (1505)]

**RESOURCE:** [http://www.usc.es/histoder/historia_del_derecho/textos.htm](http://www.usc.es/histoder/historia_del_derecho/textos.htm)

**Further Reading:**


Chad Thomas Black, *The Limits of Gender Domination: Women, the Law, and Political Crisis in Quito, 1765-1830* (UNM, 2011)

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


Patricia Seed, *To Love, Honor and Obey in Colonial Mexico* (Stanford, 1988)


Julianne Barr, *Peace Came in the Form of a Woman* (UNC, 2007)


Sonia Lipsett-Rivera, *Gender and the Negotiation of Daily Life in Mexico, 1750-1856* (Nebraska, 2012)


Thomas Abercrombie, *Passing to América: Antonio (Née Maria) Yta’s Transgressive, Transatlantic Life in the Twilight of the Spanish Empire* (Penn State, 2018)
Week 7: Africa and the New World

Weds. 10/2


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


**DOCUMENT ANALYSIS:**

“Juan Roque’s Donation of a House to the Zape Confraternity, Mexico City, 1623” in *Afro-Latino Voices* AND Chapters #16-17 from Nicole von Germeten ed., *Treatise on Slavery: Selections from De instauranda Aethiopum salute*

**LEGAL FOCUS:**

[#39 “A Black Irmandade in Bahia, Brazil (1699)” in *Colonial Latin America – confraternity statutes*]

**RESOURCE:** Pares.mcu.es // JSTOR.org and its limits

**Further Reading:**

Herman Bennett, *Colonial Blackness. A History of Afro-Mexico* (Indiana, 2009)


Walter Hawthorne, *From Africa to Brazil: Culture, Identity, and an Atlantic Slave Trade, 1600-1830* (Cambridge, 2010)


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**Week 8: Indigenous Literacy, Mobility, and the Law**

Weds. 10/9

José Carlos de la Puent Luna, *Andean Cosmopolitans: Seeking Justice and Reward at the Spanish Royal Court* (Texas, 2018), selected chapters


Pedro Cardim, precirculated paper, TBA

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**DOCUMENT ANALYSIS:**

#15 “The Evils of Cochineal, Tlaxcala, Mexico (1553),” in *Colonial Latin America, a Documentary History // OR 4.1 “Letter from the Nahua Cabildo of Tenochtitlan to the King of Spain, 1554,” in Mesoamerican Voices
LEGAL FOCUS:
[Cedulario Indiano (1596) and its relation to ley IV, tit. I, lib. 2 Recopilación de leyes de Indias on custom.]

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

RESEARCH PROPOSAL DUE: In roughly 500 words, identify your research topic, the primary sources you will use, and a bibliography of 4-6 relevant secondary works.

Further Reading:

Ethelia Ruiz Medrano et al. eds, Negotiation within Domination: New Spain's Indian Pueblos Confront the Spanish State (Colorado, 2016)

Alcira Dueñas, Indians and Mestizos in the Lettered City: Reshaping Justice, Social Hierarchy, and Political Culture in Colonial Peru (Colorado, 2010)

Peter Villella, Indigenous Elites and Creole Identity in Colonial Mexico, 1500-1800 (Cambridge, 2016)

Gabriela Ramos and Yanna Yannakakis eds., Indigenous Intellectuals: Knowledge, Power, and Colonial Culture in Mexico and the Andes (Duke, 2014)


Brian Owensby, Empire of Law and Indian Justice in Colonial Mexico (Stanford, 2011)

Kelly McDonough, The Learned Ones: Nahua Intellectuals in Postconquest Mexico (Arizona, 2014)

Susan Schroeder, Cruz, Anne J., Roa-de-la-Carrera, Cristián and Tavárez, David E (eds. and trans.), Chimalpahin’s Conquest: A Nahua Historian’s Rewriting of Francisco Lopez de Gomara’s La conquista de México (Stanford, 2010)

Osvaldo Pardo, Honor and Personhood in Early Modern Mexico (Michigan, 2015)

Joanne Rappaport and Tom Cummins, Beyond the Lettered City: Indigenous Literacies in the Andes (Duke, 2012)


Week 9: Inquisition, Race, & Evolving Social & Cultural Boundaries

Weds. 10/16

This week is unique in that we will have a split meeting. In the first half, we will meet to discuss this week’s reading. After a short break, we will reconvene to meet with Dr. Pedro Cardim, who will be visiting from Portugal.

THEMATIC READING:
María Elena Martínez, Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico (Stanford, 2008)

DOCUMENT ANALYSIS:

2ND HALF, VISITING SCHOLAR: Dr. Pedro Cardim, Universidade Nova de Lisboa

Further Reading:


Robert C. Schwaller, Géneros de Gente in Early Colonial Mexico: Defining Racial Difference (Oklahoma, 2016)


Rebecca Earle, “The Pleasures of Taxonomy: Casta Paintings, Classification and Colonialism,” William & Mary Quarterly 73:3 (July 2016), 427-466


Max Hering Torres, María Elena Martínez, David Nirenberg, eds., *Race and Blood in the Iberian World* (LIT Verlag, 2012)


Margaret Greer, Walter Mignolo, and Maureen Quilligan, eds., *Rereading the Black Legend. The Discourses of Religious and Racial Difference in the Renaissance Empires* (Chicago, 2007)

Ilona Katzew, *Casta Painting: Images of Race in Eighteenth-Century Mexico* (Yale, 2005)


**Week 10: Africans, Race-Thinking, & Social Mobility**

Weds. 10/23

Ann Twinam, *Purchasing Whiteness: Pardos, Mulatos and the Quest for Social Mobility in the Spanish Indies* (Stanford, 2015), selected chapters


Rebecca Earle, “If you eat their food…: Diets and Bodies in Early Colonial Spanish America,” *American Historical Review* (June 2010): 688-713.


**DOCUMENT ANALYSIS:**

Chapter #2 from Nicole von Germeten ed., *Treatise on Slavery: Selections from De instauranda Aethiopum salute* AND 1802 Letter from friar José Antonio Liendo de Goicoechea about “gracias al sacar” ([https://marquetthehistorians.wordpress.com/2013/05/06/the-more-things-change/#more-434](https://marquetthehistorians.wordpress.com/2013/05/06/the-more-things-change/#more-434))

**LEGAL FOCUS:**

[Solórzano Pereira, *Política Indiana* (1647), Libro II, Cap. XXX “De los Criollos, mestizos, y mulatos de las Indias, sus calidades, condiciones: y si deben ser tenidos por españoles”]

**RESOURCE: TBA**

[http://www.iberoamericadigital.net/es/coleccionestacadas/](http://www.iberoamericadigital.net/es/coleccionestacadas/)

**Further Reading:**


Frank Tannenbaum, Slave and Citizen, the Negro in the Americas (Vintage, 1946)

Frederick Bowser, The African Slave in Colonial Peru (Stanford, 1974)

Jane Landers, Black Society in Spanish Florida (Illinois, 1999)

Joan Bristol, Christians, Blasphemers, and Witches: Afro-Mexican Ritual Practice in the Seventeenth Century (UNM, 2007)

Colin Palmer, Slaves of the White God (Harvard, 1976)


Patrick Carroll, Blacks in Colonial Veracruz: Race, Ethnicity, and Regional Development (Texas, 2001)

Robinson A. Herrera, Natives, Europeans, and Africans in Sixteenth-Century Santiago de Guatemala (Texas, 2010)


Alejandro de la Fuente, Havana and the Atlantic in the Sixteenth Century: Envisioning Cuba (UNC, 2011)


Week 11: Negotiating Slavery
Weds. 10/30


Javier Villa-Flores, *Dangerous Speech: A Social History of Blasphemy in Colonial Mexico* (Arizona, 2006), chapter 5 “To Lose One's Soul’ - Blasphemy and Slavery”


**DOCUMENT ANALYSIS:**

“Slavery, Writing, and Female Resistance: Black Woman Litigants in Lima’s Tribunals of the 1780s” in *Afro-Latino Voices*

**LEGAL FOCUS:**

[Siete Partidas on the rights and limitations of slaves, TBA]

**RESOURCE:** [http://spanishpaleographytool.org/](http://spanishpaleographytool.org/)

**Further Reading:**


**Week 12: Health, Medicine, Science in the Atlantic World**

Weds. 11/6


**DOCUMENT ANALYSIS:**

“The Witchcraft Trials of Paula de Eguiluz, a Black Woman, in Cartagena de Indias, 1620-1636” in *Afro-Latino Voices*

**LEGAL FOCUS:**


**RESOURCE:** https://cms.uflib.ufl.edu/lac/Index.aspx
Further Reading:


Maria Portuondo, *Secret Science: Spanish Cosmography and the New World* (Chicago, 2013)


Week 13: Law and Social Transformations of the Late Colonial Period

Weds. 11/13


DOCUMENT ANALYSIS:

LEGAL FOCUS:
[Recopilación de las leyes de Indias (1680), TBA]

RESOURCE:
http://consulta.archivogeneral.gov.co/ConsultaWeb/ &

Further Reading:
Charles Cutter, *The Legal Culture of Northern New Spain, 1700-1810* (UNM, 2001)
Chad Thomas Black, *The Limits of Gender Domination: Women, the Law, and Political Crisis in Quito, 1765-1830* (UNM, 2011)
Christoph Rosenmüller, *Corruption in the Iberian Empires: Greed, Custom, and Colonial Networks* (UNM, 2017)
Christoph Rosenmüller, *Corruption and Justice in Colonial Mexico, 1650-1755* (Cambridge, 2019)
Week 14: The Mines of Perú - Colonial Labor, International Trade, the Bourbon Reforms, Revolt, and Revolution

Weds. 11/20

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


**DOCUMENT ANALYSIS:**

Chapter 25 “Indian Leaders Túpac Amaru and Micaela Bastidas Fight to End Spanish Rule” in *Documenting Latin America* vol. 1

**LEGAL FOCUS:**

[Juan de Hevia Bolaños, *Curia Philippica* (1603)]

**Further Reading:**


Scarlett O’Phelan Godoy, *Un siglo de rebeliones anticoloniales: Perú y Bolivia, 1700-1783* (Cuzco, 1988)


Dana Velasco Murillo, *Urban Indians in a Silver City: Zacatecas, Mexico, 1546-1810* (Stanford, 2016)


Peter Bakewell, *Silver Mining and Society in Colonial Mexico, Zacatecas 1546-1700* (Cambridge, 1972)

Ann Twinam, *Miners, Merchants and Farmers in Colonial Colombia* (Texas, 1982)


Dana Velasco Murillo, *Urban Indians in a Silver City: Zacatecas, Mexico, 1546-1810* (Stanford, 2016)

Kris Lane, *Colour of Paradise: The Emerald in the Age of Gunpowder Empires* (Yale, 2010)

David A. Brading, *Miners and Merchants in Bourbon Mexico, 1763-1810* (Cambridge, 1971)

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**Week 15: NO CLASS – Focus on Research**

-Weds. 11/27 THANKSGIVING BREAK-
Week 16: The Echoes of the Haitian Revolution

Weds. 12/4

Ada Ferrer, Freedom’s Mirror: Cuba and Haiti in the Age of Revolution (Cambridge, 2014)

**DOCUMENT ANALYSIS:**

“Spain’s Offer to the Insurgent Slaves” and “Popular Heroes in Cuba, 1795” in David Geggus, The Haitian Revolution: A Documentary History

**LEGAL FOCUS:**

[Novísima Recopilación de las Leyes de España (1805)]

**Further Reading:**


Jane G. Landers, Atlantic Creoles in the Age of Revolutions (Cambridge: Harvard University Press, 2010)


David Geggus, Haitian Revolutionary Studies (Bloomington: Indiana University Press, 2002)


Maria Dolores González-Ripoll et al., El rumor de Haití en Cuba. Temor, raza, y rebeldía (1789-1844) (Madrid: CSIC, 2004)


Michel-Rolph Trouillot, Silencing the Past: Power and the Production of History (Boston: Beacon, 1995)

C.L.R. James, The Black Jacobins. Toussaint L’Ouverture and the San Domingo Revolution (Vintage, 1963)


**Final Paper Due Dec. 11 (by noon)**

**Omissions**

*One semester is frankly too short a time to cover each of the subfields of colonial Latin American history. Some of the vibrant subfields that have been omitted or given short shrift in this syllabus are listed below. If interested, consult professor for further information.*

- Economic History
- Contraband and Trade
- Intellectual History
- Legal History
- Gender and Sexuality
- Missionary Christianity
- Environmental History
- Urban Social History
- Food/Resource History
- Creation of the Historical Archive
- Religious History
- Early Caribbean History
- Jewish History

**Course Evaluations:** Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl__d=DwIGaQ&c=sj6xIWyx-zLMB3EPkvepVg&c=1qtWVKU2uNohMAWR5pYYVu0F_y9ixk4wI-DeSEfmpKub76k8eaDIyOGkZMpcOQZ6&em=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zoA0s=2ry1k18d2MT9xMTXgaRslQLmzE7-Mky8W2F_HUO3wQ&c= . Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at [https://evaluations.ufl.edu]. Thank you for serving as a partner in this important effort.

**Plagiarism policy**

Please familiarize yourself with the University’s academic honor code. Unintentional plagiarism results in an “F” for the paper. Intentional plagiarism results in an “F” for the course, or worse. All plagiarism charges will be reported to the University administration.
The University of Florida Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (http://www.dso.ufl.edu/drc/) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575); http://www.counseling.ufl.edu/cwc/).