Colonial Arts of New Spain

ARH3664. Fall Semester, 2020 (3 credit hours)
Monday: Periods 3 - 4 (9:35 AM - 11:30 AM)
Wednesday: Periods 3 (9:35 AM - 10:25 AM)
Room: ONLINE
Final exam: 12/17/2020 at 12:30 PM - 2:30 PM

Derek Burdette, Ph.D., Assistant Professor
Email address: dburdette@arts.ufl.edu
Office: Fine Arts C 103. (No in-person office hours in Fall, 2020)
Zoom Office hours: TBD

Course Objectives and Goals: This course examines the art and architecture of the Spanish Viceroyalty of New Spain, (which is sometimes reductively described as colonial Mexico). It covers roughly three hundred years of artistic production, picking up around 1492 and running until the Latin American independence movements of the early 1800’s. The course will examine a diverse collection of art and architecture from the region, introducing multiple academic perspectives on the material culture of the Viceroyalty. In addition to studying seminal artworks from the region, we will examine important methodological and theoretical approaches to understanding the relationship between art, society, and colonial politics during this period.

The course is structured around three basic units. The first examines the early-colonial period and the role of art in and in the aftermath of the Spanish conquest and the foundation of the Viceroyalty. The second unit picks up with the baroque culture of New Spain, which flourished in the 1600s and the 1700s. The last of the three sections, which is the shortest as well, focuses on the through lines that connect New Spain (and the broader question of colonialism in the Americas) with contemporary society. In this section students will carry out individual research into a single issue that connects our current lives to the period and its art, presenting their research in a recorded presentation.

Required Reading: There are no required texts for the course. Instead, we will use numerous book chapters and articles available on our Canvas page.

Evaluation and Grading:
All grading for this class will be done according to UF grades and grading policies.
15% Class Discussion Assignments
15% Reading Analysis Assignments (4 of them)
25% Unit I Analysis Paper
25% Unit II Analysis Paper
20% Final Project- New Spain in Contemporary Culture
Class Discussion Assignments
Throughout the semester we will have a series of discussion assignments that are designed to help you respond to and process the recorded lectures and readings. The exact nature of these assignments will vary from question to question. Some might be a single question based on the readings, some might ask you to respond to or analyze an artwork, some might ask you to reflect on the lecture. Regardless of the exact nature of the question, they offer us an opportunity to enrich our engagement with the material and to do so in community with one another. These assignments and their precise due-dates will evolve over the semester, based on our conversations and class dynamic.

Reading Analysis Assignments
Four times throughout the semester we will dig extra deep into a reading. I have selected a few really rich readings specifically for this purpose. I have also developed a short worksheet that will help you learn to read critically and engage with diverse approaches to artworks and visual culture. These worksheets will help you to develop the skills required to engage with scholarly material, read critically, and identify strong organization and argumentation. The RAA’s will be discussed in-depth during class, but you should know that they should be completed before the start of class on the day indicated (when we cover the material in lecture) and uploaded to canvas. Because we will talk about the readings in class (and answer all the questions), no late assignments will be accepted.

Due Dates for Reading Analysis Assignments
Wednesday, Sept. 16th- Dean and Leibsohn
Wednesday, Oct. 7th- Burkhart
Wednesday, Oct. 28th- Alcalá
Monday, Nov. 9th- Mundy and Hyman

Unit Analysis Papers
Twice this semester we will conclude “units” that were focused around a specific time and place and the artworks/issues from that moment. At the conclusion of those units, you will complete a paper assignment that gives you an opportunity to prove that you have engaged with and understood the material we covered. These unit analyses will ask you to map out the connections between three things: key artworks, key ideas and key academic arguments we covered during that unit. Each analysis paper will be due on the Wednesday after the unit ends.

- Unit I Analysis Due: Wednesday, October 14th
- Unit II Analysis Due: Wednesday, December 2nd

More precise information about these papers will be forthcoming during the semester.

Final Project- New Spain in Contemporary Culture
During the final unit of the semester (weeks 14 and 15) we will turn our attention fully to the resonances between the historical period of study and our contemporary moment. Each of you will pick a single point of inquiry, research it, and share your research with the class in recorded presentations. Your “point of inquiry” could be a variety of things, not limited to, but including:
the contemporary presentation of a Viceregal art object in collections -digital or analog; contemporary debates around repatriation of colonial images; the role of art history in forging conversations around colonialism; the place of Viceregal art in nationalist discourses in Mexico; the role of “Spanish Colonial” or “Mission” art and architecture in the U.S. today (tourism, tradition, debates around memorials, etc.); the intersection of Viceregal art and decoloniality. Students should feel free to find a topic that resonates with them and dig deeper! More precise details about the presentation will be forthcoming, but a few key dates are as follows.

**Final Project Topics Due:** Wednesday, November 18th
**Final Project Showcase: Week 15** (Monday, December 7th/ Wednesday, December 9th)

**Reminders and Requirements**
**UF Requirements and Policy:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

**Statement Regarding the Honor Pledge:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the 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.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Accommodations:** I, along with the rest of the University community, am working to create inclusive learning environments. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). It is important for students to share their accommodation letter with instructors and discuss their access needs, as early as possible in the semester. So, please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation as soon as possible and we can work to find a solution.

**Diversity Statement:** The intent is that we explore the content of this course in a way that is respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. The intent is also to present content that explores diverse points of view, which might be challenging. Maintaining a respectful environment will be our responsibility. The intent is that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated.
Changes to the Syllabus: While this document provides guidelines for the class, I do reserve the right to change the syllabus at any time during the semester if the need arises. Each class is different, and sometimes it takes some tweaking to get the right readings, topics, and assignments. Being flexible with the syllabus allows us to get it right.

Notes on Technology and Communication

- **Communication and Respect:** We all must strive to be good communicators to make this class successful. This means listening respectfully to others in class (faculty and students) and engaging in respectful conversation. It also, perhaps just as importantly, means maintaining professional standards while communicating via email and outside of class. With that in mind, please use formal, respectful, and professional standards when corresponding via email and on zoom. This means beginning emails with a formal greeting, employing proper grammar, and avoiding unprofessional colloquialisms. It also means not multi-tasking when on zoom and being a good listener.

- **Canvas:** Please make sure that you are familiar with our course site on Canvas so that you will have access to announcements, assignments and readings, and pptx presentations and study guides.

- **Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

Notes on Covid-19 and Online Education

- **Tech Support:** Given the online format, we will all need to be sure our technology is working soundly. Please be aware of the support that can be found at the UF Help Desk: [https://helpdesk.ufl.edu](https://helpdesk.ufl.edu)

- **Recording and Privacy:** Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- **Health and Wellness**
- **U Matter, We Care**: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

- **Counseling and Wellness Center**: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

- **Student Health Care Center**: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

- **University Police Department**: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
COURSE SCHEDULE

**Week 1: Course Intro and Background on New Spain**
**Monday, August 31: (Synchronous) Overview of course and syllabus and course content**

**Wednesday, September 2nd: (Synchronous) Building community and starting our conversation**
- Before class you should watch two sets of videos (Find links on Canvas Page)
  - *Smarthistory*- Viceroyalty of New Spain
  - *Vistas*- watch all five thematic overviews

**UNIT I: THE CONQUEST PERIOD**

**Week 2: Spanish Conquest and the Question of “Idolatry”**
**Monday, September 7th: NO CLASS- LABOR DAY**

**Wednesday, September 9th: (Synchronous) Discussion- “Idolatry” and the Spanish Conquest**
- Serge Gruzinski, *Images at War*, translated by Heather MacLean, 1-60.

**Week 3: Feather Arts**
**Monday, September 14th: (Asynchronous) Lecture- Feather Arts, collecting and Indigenous Christianity**

**Wednesday, September 16th: (Synchronous) Discussion**
*Reading Analysis Assignment due- Dean and Leibsohn*

**Week 4: Manuscript Traditions**
**Monday, September 21st: (Asynchronous) Lecture- Manuscript Painting and the Conquest**

**Wednesday, 23rd: (Synchronous) Discussion**

**Week 5: Cultural Encyclopedia**
**Monday, September 28th: (Asynchronous) Lecture- Florentine Codex and the Codex Mendoza**

**Wednesday, September 30th:** (Synchronous) Discussion

**Week 6: Mural Paintings**
**Monday, October 5th:** (Asynchronous) Lecture- Mendicants, Tlacuiloque and Mural Paintings

**Wednesday, October 7th:** (Synchronous) Discussion
*Reading Analysis Assignment Due- Burkhart*

**UNIT II: CONSOLIDATION OF COLONIAL CULTURE**

**Week 7: Maps and the Creation of Colonial Space**
**Monday, October 12th:** (Asynchronous) Lecture- Maps, Cities and the Social Construction of Space

**Wednesday, October 14th:** (Synchronous) Discussion
*Unit I Analysis Due*

**Week 8: Viceregal Power and Art**
**Monday, October 19th:** (Asynchronous) Lecture- The Viceroy and Political Power

**Wednesday, October 21st:** (Synchronous) Discussion

**Week 9: The Virgin of Guadalupe and Miraculous Imagery**
**Monday, October 26th:** (Asynchronous) Lecture- The Virgin of Guadalupe and Miraculous Imagery
• Luisa Elena Alcalá, “The Image and its Maker,” in *Sacred Spain*
• Jeanette Favrot Peterson, “The Reproducibility of the Sacred” Simulacra of the Virgin of
Wednesday, October 28th: (Synchronous) Discussion
*Reading Analysis Assignment Due- Alcalá

**Week 10: Baroque Religious Painting in New Spain**
Monday, November 2nd: (Asynchronous) Lecture- Devotional Paintings and Baroque Devotion

Wednesday, November 4th: (Synchronous) Discussion

**Week 11: Master Painters, Masterpieces and a New Approach**
Monday, November 9th: (Asynchronous) Lecture- New Spanish Painting and Historiography

*Reading Analysis Assignment Due- Mundy and Hyman

Wednesday, November 11th: NO CLASS- VETERANS DAY

**Week 12: Casta Paintings, Racism and Colonial Society**
Monday, November 16th: (Asynchronous) Lecture- Casta Paintings

Wednesday, November 18th (Synchronous) Discussion
*Final Project Topics Due

**Week 13: Colonial Circulation and Economies**
Monday, November 23rd: (Asynchronous) Lecture- A New Focus on Circulation: Art as Stuff that Connects Colonial Markets and Motivates Colonial Empires

Wednesday, November 25th: NO CLASS- THANKSGIVING

UNIT III: FINAL PROJECT- Finding New Spain in Contemporary Culture

Week 14: Check In on Projects
Monday, November 30th: Synchronous Discussion- Sharing Proposals for Peer Feedback
• We will meet synchronously to share our final project ideas and get peer (and professor) feedback

Wednesday, December 2nd: Working Day
*Unit II Analysis Due

Week 15: Project Showcase
Monday, December 7th: Screening Projects

Wednesday, 9th: Screening Projects