

# ARH6666: Colonial Latin American Arts

## Colonialism and Color

Derek Burdette, Ph.D., Assistant Professor  
University of Florida, Spring 2024 (3 credit hours)  
Room: FAC 116a  
Periods: T | Periods 8-10 (3:00 PM - 6:00 PM)  
Final exam: No exam scheduled  
Email address: dburdette@arts.ufl.edu Office telephone: n.a.  
Office: Fine Arts C 125 Office hours: TBD

**Course Description:** This class examines the deep historical connections between European colonialism and color. In particular, it focuses on the historical case study of the Spanish Viceroyalties in the Americas (ca. 1492-1821) and uses that particular site as a point of departure for comparative analysis. The class takes a broad approach to color that seeks to put into dialog the material histories of pigments and raw materials with the histories of the symbolic meaning ascribed to particular colors by different communities across the region. Lastly, we will seek to tether these scholarly conversations to particular objects made during the Spanish colonial period, building a bridge between the objects themselves and their material and conceptual connections to color/colonialism.

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

You will need to write on, make notes in and underlines these texts so that we can return to them in discussion. So, whether you print the readings or use your screens is up to you, but you will need to be able to bring them to class so please plan accordingly.

### **Grading:**

25% Attendance & Participation  
10% Discussion Leadership  
15% Weekly Reading Prep  
10% Research Presentation  
40% Final Research Paper (breakdown below)

**Attendance and Participation:** Attendance is extremely important in a seminar style class, as many of our learning outcomes can only be achieved by attending class and participating fully in discussion. As a result, attendance and participation will make up a large portion of your final grade for the class (25%). You will be allowed *one* un-penalized absence, which assumes that you will need a day because you are sick, etc.

For each subsequent absence you will lose 2 points from the “Attendance and Participation” portion of your final grade. (Obviously, absences due to poor health will be excused, although you should note that excessive absences may result in a failing grade).

With regards to participation, it is important that you come to class having read the material, and then *engage* in class discussion in a meaningful, collegial, and constructive way. Failure to come prepared, or to engage with the class conversation in ways that reflects your preparedness, will result in a loss of credit for that day’s participation. I realize that participating in class discussion will come easier for some than others; we all have to be aware that some students will need to step *up* and speak, and others must step *back* and make space for the opinions of others.

**Discussion Leadership:** This semester we are going to try a different approach to the standard “discussion leader” paradigm that is often used in seminars. Instead of a single person taking charge of a reading and leading the discussion, a small group of students will each take charge of a one of five distinct tasks that will help us interrogate and better understand the assigned reading and its connection to bigger issues. Throughout the semester, you will sign up for and lead one of the following aspects of discussion leadership.

1. Author
2. Method, bibliography and sources
3. Big idea (rooted in text)
4. Hard parts (rooted in text)
5. Object

The precise number of times that you need to do this will be determined by the number of students enrolled during week 2, when we will complete the sign-up sheets.

**Weekly Reading Prep.:** Reading closely and carefully is a key part of a successful graduate seminar. Each week there will be a means for assessing your engagement with the readings and helping to direct your engagement with its big ideas.

**Final Research Presentation/ Paper Assignment:** Instead of exams, you will write an in-depth research paper on a topic related to the class. The goal of this research paper is to select an issue of interest and explore it in much greater depth than is possible in class. You should collect scholarly sources, read them, synthesize their arguments, examine the artworks/objects for yourself, and compose a thoughtful essay that makes an *argument* about the artworks or concepts that made up the focus of your examination. Your papers should be 15-20 pages in length (2x spaced, times new roman, normal margins), not including a title page, images, and the bibliography. As this research project is a major means for accomplishing of the learning outcomes for the course we will work on it incrementally and ensure you acquire basic research and writing competencies.

Important dates and mileposts are as follows:

- Week 3: Initial Research Topic Due (in class on paper) (2%)
- Week 6: Bib. and Research Question Assignment Due (on Canvas) (5%)
- Week 13: In-Class Research Presentations (10%)
- Week 14: Final Draft of Research Paper Due (10%)
- Week 14: In-Class Peer Review Assignment (3%)
- Week 17: Revised Draft of Research Paper Due (20%)

### **Grading Scale**

Grades are tabulated on a 100-point scale and a letter grade is assigned as follows:

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86.5–89.4 B+	83.5–86.4 B	79.5–83.4 B-
76.5–79.4 C+	73.5–76.4 C	69.5–73.4 C-
66.5–69.4 D+	63.5–66.4 D	59.5–63.4 D-
59.4 and below F		

If you have questions about how grade points are assigned by the University, go to: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **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/UGRD/academic-regulations/attendance-policies/>

**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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. 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](#). 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.

**Respect and Community :** 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.

**In-Class Recording:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a

person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **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. This means beginning emails with a formal greeting, employing proper grammar, and avoiding unprofessional colloquialisms.
- **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 you will need for your work.
- **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. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Campus Resources: Health and Wellness**

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

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**Campus Resources: Academic Resources**

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or
- via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).  
*Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance
- and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

# Course Schedule

Exact readings to be found on Canvas.

**Week 1 (Jan. 9): Introduction to Class and Topic**

- Introduction and discussion

**Week 2 (Jan. 16): Color: Getting Started**

- Sign up for discussion leadership tasks

**Week 3 (Jan. 23): Gold and Silver**

- Initial research topic due (in paper in class)

**Week 4 (Jan. 30): Materials and Meaning: the Florentine Codex**

**Week 5 (Feb 6): Pigment and Power: The Andes**

**Week 6 (Feb 13): No In-Person Class/ Research Project Bibliography**

- Bibliography and Research Question Assignment Due (on Canvas)

**Week 7 (Feb 20): Red: Cochineal**

**Week 8 (Feb. 27): Blue: Indigo**

**Week 9 (March 5): Green: Jade and Feathers**

**Week 10: Spring Break: No Class**

**Week 11 (March 19): Pearls and Opalescence**

**Week 12 (March 26): Black and White**

**Week 13 (April 2): In-Class Research Presentations**

- Presentations in class.

**Week 14 (April 9): In-Class Peer Review Assignment**

- Final Draft of Research Paper Due BEFORE CLASS (upload to canvas and bring two paper copies to class)
- IN CLASS Peer Review exercise

**Week 15 (April 16): TBD**

**Week 16 (April 23): Essay Work**

- T April 23: Meetings with Burdette to talk through revisions

**Revised Essay Due Wednesday April 30**



- [Radiolab “Colors”](#)
  - <https://www.xrite.com/hue-test>
  - Tausig
- Gabriela Siracusano and Ian. Barnett, *Pigments and power in the Andes: from the material to the symbolic in Andean cultural practices, 1500-1800* (Archetype Publications Ltd, 2011).

Michael Taussig and color and colonialism

### **Aztec Feather Arts and Luxury Goods**

T April 9: Luxury Goods in the Mexica World

- *The Aztec World*, ch. 6, Nichols, “Artisans, Markets, and Merchants.” 105- 120.
- Pillsbury, Joanne. “Luminous Power: Luxury Arts in the Ancient Americas.” In *Golden Kingdoms*, 1–13.
- Fane, “Feathers, Jade, Turquoise and Gold,” in *Images Take Flight*, 101-117.

### Magaloni and the Florentine Codex

Piero Baglioni et. al, “On the Nature of the Pigments of the ... from *Colors Between Two Worlds*

11

CrossRef citations to date

3

Altmetric

Original Articles

*Identification of Colorants on Maps from the Early Colonial Period of New Spain (Mexico)*

Mary Elizabeth Haude

Pages 240-270 | Published online: 18 Jul 2013

Cite this article <https://doi.org/10.1179/019713698806082822>

### Red and Cochineal

Hyman,

Elena Phips, “Cochineal Red, and the Art History of a Color”

Jeremy Basks, institutional history

### Blue (Maya Blue)

Stephen Houston, *Veiled Brightness: A History of Ancient Maya Color*

Indigo

<https://www.oxfordbibliographies.com/display/document/obo-9780199730414/obo-9780199730414-0386.xml>

Stephen Houston has an article

# **American Baroque: Pearls and the Nature of Empire, 1492-1700, *written by* Molly A. Warsh**

**ndigo**

T: <https://www.youtube.com/watch?v=sDQ6p9M9gdU>

“A Short History of Indigo- National Gallery”