Authority & Identity in Colonial Ibero-America

April 10-11, 2013 | University of New Mexico
The Latin American & Iberian Institute (LAII) would like to express its profound appreciation for Dr. Richard E. Greenleaf (1930-2011), who so strengthened the teaching, learning, and research of colonial Latin America at the University of New Mexico and throughout the world.

“Authority and Identity in Colonial Ibero-America” was made possible through Greenleaf’s generous endowment to the LAII. It is the second Richard E. Greenleaf Symposium on Latin America.

The symposium was also supported with funding from the LAII’s U.S. Department of Education Title VI National Resource Center grant.

Cover image:
Anonymous, “Pintura de casta,” 18th century, New Spain, oil on canvas.
Because of the geographic location and unique cultural history of New Mexico, the University of New Mexico (UNM) has emphasized Latin American Studies since the early 1930s. In 1979, the Latin American & Iberian Institute (LAII) was founded to coordinate Latin American programs on campus. Designated a National Resource Center (NRC) by the U.S. Department of Education, the LAII offers academic degrees, supports research, provides development opportunities for faculty, and coordinates an outreach program that reaches diverse constituents. In addition to the Latin American Studies (LAS) degrees offered, the LAII supports Latin American studies in departments and professional schools across campus by awarding student fellowships and providing funds for faculty and curriculum development.

The LAII’s mission is to create a stimulating environment for the production and dissemination of knowledge of Latin America and Iberia at UNM. We believe our goals are best pursued by efforts to build upon the insights of more than one academic discipline. We support research from the humanities and social sciences, as well as the natural sciences, health sciences, and other professional schools. Therefore when allocating materials and human resources, we give special consideration to broadly interdisciplinary projects that promote active collaboration from different schools, colleges, and/or departments.

More information about the LAII is available online at http://laii.unm.edu.
## AGENDA

**WED., APRIL 10**

All panels will be held in SUB Lobo A & B.

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<td>9:30 - 10:00 a.m.</td>
<td>OPENING REMARKS AND INTRODUCTIONS</td>
<td>Susan Tiano, Latin American &amp; Iberian Institute</td>
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<td>Kathryn McKnight, Latin American &amp; Iberian Institute</td>
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<td>10:00 a.m. - 12:00 p.m.</td>
<td>PANEL I: DOCUMENTING AND STRUCTURING KNOWLEDGE OUTSIDE OF EUROPEAN FORMS</td>
<td>Mónica Díaz, Department of Modern &amp; Classical Languages</td>
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<td>Georgia State University</td>
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<td>Kevin Terraciano, Department of History</td>
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<td>University of California, Los Angeles</td>
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<td>Moderator: Kimberly Gauderman, Department of History</td>
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<td>12:00 - 1:00 p.m.</td>
<td>LUNCH BREAK (ON YOUR OWN)</td>
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<td>1:00 - 3:00 p.m.</td>
<td>PANEL II: CONTESTING AND REDEFINING IMPERIAL SUBJECTIVITIES</td>
<td>Alcira Dueñas, Department of History</td>
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<td>The Ohio State University</td>
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<td>Lisa Voigt, Department of Spanish &amp; Portuguese</td>
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<td>The Ohio State University</td>
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<td>Moderator: Judy Bieber, Department of History</td>
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<td>3:00 - 3:15 p.m.</td>
<td>COFFEE BREAK</td>
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<td>1:00 - 3:00 p.m.</td>
<td>INTERDISCIPLINARY DIALOGUE &amp; CLOSING REMARKS</td>
<td>Moderator: Kathryn McKnight, Latin American &amp; Iberian Institute</td>
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<td>Institute, University of New Mexico</td>
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AGENDA

THU., APRIL 11

9:30 - 10:00 a.m.
OPENING REMARKS AND INTRODUCTIONS
Susan Tiano, Latin American & Iberian Institute
University of New Mexico
Kathryn McKnight, Latin American & Iberian Institute
University of New Mexico

10:00 a.m. - 12:00 p.m.
PANEL III: DISCIPLINING AND REINSCRIBING THE BODY
Cristina Cruz González, Department of Art, Graphic Design & Art History, Oklahoma State University
Peter Sigal, Department of History
Duke University
Moderator: Kathryn McKnight, Latin American & Iberian Institute, University of New Mexico

12:00 - 1:00 p.m.
LUNCH BREAK (ON YOUR OWN)

1:00 - 3:00 p.m.
PANEL IV: SHAPING AND PERFORMING URBAN SPACE
Guadalupe García, Department of History
Tulane University
Stephanie Kirk, Department of Romance Languages & Literatures
Washington University in St. Louis
Moderator: Ray Hernández-Durán, Department of Art & Art History, University of New Mexico

3:00 - 3:15 p.m.
COFFEE BREAK

1:00 - 3:00 p.m.
INTERDISCIPLINARY DIALOGUE & CLOSING REMARKS
Moderator: Suzanne Schadl, Inter-American Studies Program, University Libraries, University of New Mexico

All panels will be held in SUB Lobo A & B.
PANEL DESCRIPTIONS

PANEL I:
DOCUMENTING & STRUCTURING KNOWLEDGE OUTSIDE OF EUROPEAN FORMS

PANEL II:
CONTESTING AND REDEFINING IMPERIAL SUBJECTIVITIES

PANEL III:
DISCIPLINING AND REINScribing THE BODY

PANEL IV:
SHAPING AND PERFORMING URBAN SPACE
PANEL I: DOCUMENTING & STRUCTURING KNOWLEDGE OUTSIDE OF EUROPEAN FORMS

Following the publication of Ángel Rama’s La ciudad letrada (1984), many scholars worked from the premise that writing entered the “New World” as the instrument of authority and domination. The vision that divides colonial society and knowledge systems into a European lettered city and an illiterate colonized population that recorded knowledge only in oral traditions has become increasingly challenged and nuanced since Elizabeth Boone and Walter Mignolo’s Writing without Words (1994). This panel further explores the expansion of notions of literacy to the practices of knowledge-keeping by indigenous and mestizo communities long considered illiterate, where, in fact, writing emerged early in the colonial period, in conjunction with other material media of record keeping and knowledge production, such as map-making and cord-knotting, as communities constructed the local and contested state authority.
MÓNICA DÍAZ

Native Petitioners: Claiming Nobility and Purity in Late Colonial Mexico

Castilian law was introduced and adapted to the Americas during the earliest years of European presence. However, when Castilian law was paired with native concepts of law, a process of translation and negotiation began. Natives’ participation in the drafting of petitions offers one example of this process. Most of the natives’ petitions were about land possession; but indigenous peoples learned to use the rhetoric of the law for a variety of other purposes, and through the petitions, they were able to maintain a degree of local power within their communities. This paper analyzes petitions that natives submitted to the Church and the Crown for the opening of additional convents and seminaries for indigenous peoples in eighteenth-century Mexico. The petitions shed light on the ways in which natives re-created native identities in legal contexts, by adhering to colonial notions of conformity, while demonstrating a sense of belonging to an indigenous community. In my analysis, Díaz focuses on how natives developed claims to nobility and purity, and used these claims to argue for spaces of ethnic autonomy. Although the Crown had recognized the noble status of indigenous nobles since the sixteenth century, the normalization of benefits in the Laws of the Indies provided them the discursive tools to petition for what they believed they deserved.

KEVIN TERRACIANO

Memories of Mexica Heroes in the War on Mexico

This presentation analyzes a seventeenth-century Nahuatl-language text from central Mexico, a discursive story about events that occurred a few years after the Spanish-led war on Mexico Tenochtitlan and Tlatelolco that ended in 1521. Terraciano compares this story to other Nahua texts and images from the sixteenth and seventeenth centuries to reveal the interplay of ethnic identity and collective memory in these indigenous accounts of the conquest. Finally, Terraciano considers how indigenous oral traditions influenced artists and writers in Mexico City, the capital of New Spain.
PANEL II: CONTESTING AND REDEFINING IMPERIAL SUBJECTIVITIES

Colonial governments and peninsular and Creole elites defined hierarchies of power and authority based on European ideologies and forms. In negotiating access to power and responses to authority, indigenous and mestizo subjects responded, not with wholesale adoption of these European ideologies and forms, but rather through affirmation of indigenous forms and constructed subjectivities that did not conform to the ideal molds into which colonial authorities would fit them. Even Creole subjects in fringe colonial regions constructed American identities and subjectivities, rather than reiterate Imperial ones in baroque festivals. This panel explores identity formation by educated Creole, indigenous, and mestizo subjects as they engaged, negotiated, and accommodated European modes of governance and culture.
ALCIRA DUEÑAS

Colonial Law and Indigenous Literacy at Work: The Andean Indigenous Officialdom and the ‘Lettered City’ in Late Colonial Lima

This paper addresses the changing nature of the municipal government of the pueblos de indios in the eighteenth-century, compared to the way it was imagined and described by Francisco Toledo in 1575. Dueñas examines examples of the ways indigenous officials in Lima reshaped their roles, transgressing in practice the dictates of the Toledan Ordenanzas, and advancing an agenda for native autonomy in the judicial system. The cases analyzed epitomize the unexpected uses of literacy by late colonial Andeans and the slippery grounds of Spain’s cooptation of native authorities as a colonial empire building strategy.

LISA VOIGT

Festive Bodies in Potosí

This paper is part of a book project examining the many different, and often conflicting, agendas behind the organization, performance, and publication of religious and civic festivals in the colonial mining towns of South America: Potosí in the Spanish Viceroyalty of Peru, and the various municipalities of Minas Gerais, Brazil. This project examines the performance of different cultural identities and strategies of self-representation and promotion in the festivals of colonial mining “boom towns,” as well as in the written record surrounding them. The geographic marginality and cultural heterogeneity of these areas allow the diverse and conflicting agendas of those participating in and publicizing festivals to come into focus more sharply than in those festivals planned and performed at the centers of viceregal power. In this paper, Voigt compares the ways in which indigenous observers of and participants in Potosí’s lavish festivals are depicted in various sources, from official festival accounts and paintings to unpublished archival and literary sources. What sort of identities did religious and secular authorities expect indigenous peoples to perform, and what identities did native Andeans themselves assert and display in public festivals? Voigt will examine both the ambivalence of Spanish attitudes toward native festive participation, and the evidence of indigenous responses to and interventions in festivals that we can glimpse in some sources.
This panel examines the limits of the imperial project to colonize indigenous and female bodies and to make them perform European values and to exalt imperial centrality. When European ecclesiastics sought to control the sexuality of the Empire’s new subjects they imposed the ideological equation of sex with sin. Scholars have overemphasized the Church’s success. As the Church sought to bolster its authority among the colonial populace by promoting piety, some women took up modes of Imitatio Christi that paradoxically threatened Catholic orthodoxy. This panel explores the meanings that imperial subjects gave to their sexual practices and ritual presentation of bodies, how the former resisted European control, and how subjectivity within the colonial sphere was constructed, controlled, and countered.
CRISTINA CRUZ GONZÁLEZ

THE IMITATION OF CHRIST AND THE FEMALE BODY IN IBERO-AMERICA

This study considers the relationship between representation and female piety in the Spanish world, c. 1600-1850. Specifically, González discusses the iconography of the crucified nun, probing the local production, status, and importance of such imagery.

PETER SIGAL

THE EXTRA SKIN: NAHUA SUBJECTIVITY, COLONIAL FANTASY, AND THE ETHNOPORNOGRAPHIC FETISH

When Spaniards encountered Nahua bodies, particularly as the Europeans witnessed ritualized ceremonies, they created fantasies about the enactment of ritual, the position of the human body within that ritual, and the level of (sexual) violence performed upon the body. Those fantasies circulated as literary commodities not just among the populations of New Spain but also throughout much of the early modern world. This paper analyzes the beginning of the circulation of these fantasies, the creation of an ethnopornographic imaginary (the perception that Spaniards had knowledge of the intimate details of Nahua lives) based on the fetish of the extra skin, the skin of the sacrificed individual placed upon the body of a live person. The simultaneous attraction and revulsion that Spaniards exhibited toward this event provoked a moment that formed the colonial subject.
Institutions of the monarchy and the Church in colonial Ibero-America constructed their authority through the definition and visual language of urban spaces. In doing so, they sought to regulate social activity, promote peninsular ideals and reinforce imperialist and masculine hierarchies of power. Groups from all social sectors debated, contested, and transformed these ideals. This panel explores specifically how local elites debated the value of the meanings imposed from above and how they negotiated authority through the practices and visual languages of urban space in Colonial New Spain and the Caribbean, in newspapers, patriotic societies and female convent communities.
GUADALUPE GARCÍA

BEYOND THE WALLS: PORT CITIES IN THE SPANISH ATLANTIC

This paper explores the production of space in colonial Havana. It considers how the city walls demarcated a secure space of Spanish civilization in the Spanish Atlantic and the ways in which early urban processes sustained colonial rule in Cuba.

STEPHANIE KIRK

THE URBAN JESUIT COLLEGE AND THE CONSTRUCTION OF COLONIAL MEXICAN MASCULINITY

This paper examines the fashioning of Jesuit masculinity in seventeenth- and eighteenth-century colonial Mexico in which the production and dissemination of knowledge emerges as a key element. Kirk will demonstrate how Jesuit colleges, prominently located within urban settings, constituted spaces from which young creole men were fashioned in the image of the Jesuits and from where the members of the society carried out public performances of erudite and pious masculinity which enabled them to consolidate their influence among elite groups.
PRESENTER BIOGRAPHIES

JUDY BIEBER
MÓNICA DÍAZ
ALCIRA DUEÑAS
GUADALUPE GARCÍA
KIMBERLY GAUDERMAN
CRISTINA CRUZ GONZÁLEZ
RAY HERNÁNDEZ-DURÁN
STEPHANIE KIRK
KATHRYN MCKNIGHT
SUZANNE SCHADL
PETER SIGAL
KEVIN TERRACIANO
LISA VOIGT
JUDY BIEBER

ASSOCIATE PROFESSOR
DEPARTMENT OF HISTORY
UNIVERSITY OF NEW MEXICO

Dr. Judy Bieber earned a Ph.D. in History (1994) from Johns Hopkins University. Bieber is Associate Professor in the Department of History at the University of New Mexico, where she teaches a variety of undergraduate and graduate courses on the history of Latin America and the Atlantic World. These include colonial and modern Latin American surveys, a two-semester series on Brazil, slavery and race relations in the Americas, and specialized seminars on race, ethnicity, and political history in Latin America. She has also taught an undergraduate historiography course and is developing a new course on the history of chocolate, coffee, and sugar.

Bieber has published a monograph and several articles on the themes of nineteenth-century Brazilian politics, frontiers, and race relations. She has also published historiographical essays on Brazilian history in the U.S. and in Brazil. Her current research examines policy toward indigenous peoples in nineteenth-century Brazil. Bieber received the 2002 Honorable Mention for the Warren Dean Prize for her book *Power, Patronage and Political Violence* and is a recipient of a National Endowment for the Humanities Summer Stipend (2000).
MÓNICA DÍAZ
ASSOCIATE PROFESSOR, DEPARTMENT OF MODERN & CLASSICAL LANGUAGES
COORDINATOR, CERTIFICATE PROGRAM IN LATIN AMERICAN STUDIES
GEORGIA STATE UNIVERSITY

Dr. Mónica Díaz earned a dual Ph.D. in Hispanic Literature and Latin American History (2002) from Indiana University-Bloomington. Díaz is Associate Professor in the Department of Modern & Classical Languages at Georgia State University, where she also serves as the coordinator for the Certificate Program in Latin American Studies.

Díaz’s research is concerned with indigenous cultures and discursive production, and women’s history and literature in colonial Mexico. Currently, she is developing a project on legal documentation initiated by indigenous peoples about ecclesiastical matters in the late colonial period in Mexico, and a related project on missionary discourse and imperial expansion in the Spanish U.S. Southwest. She is also working on a critical study and annotated bilingual edition tentatively entitled, Sor María Jesús de Agreda’s Cosmographical Writing: Producing Knowledge across the Atlantic, in collaboration with Grady Wray (University of Oklahoma). Her book Indigenous Writings from the Convent: Negotiating Ethnic Autonomy in Colonial Mexico was published by the University of Arizona Press in 2010. Her research has been funded by grants from the National Endowment for the Humanities, the Ministry for Cultural Cooperation between Spain and the United States, the Hispanic History of Texas Project from the University of Houston, the University of Texas Pan American, the Newberry Library, and Georgia State University.
ALCIRA DUEÑAS

ASSOCIATE PROFESSOR
DEPARTMENT OF HISTORY
THE OHIO STATE UNIVERSITY

Dr. Alcira Dueñas earned a B.A. in Economics (1976) at the University of Bogotá JTL, Colombia, and an M.A. in Latin American History (1996) and Ph.D. in Latin American History (2001) at The Ohio State University. Dueñas is Associate Professor in the Department of History at The Ohio State University, where she teaches courses on colonial and modern Latin America, women’s history of Latin America, and modern world history.

Dueñas’ research explores the cultural, intellectual, and social history of the marginalized groups in Latin America, particularly in the Andean region. Dueñas is the author of Indians and Mestizos in the Lettered City: Reshaping Justice, Social Hierarchy and Political Culture in Colonial Peru (University Press of Colorado, 2010). The publication reconstructs the history of indigenous and mestizo intellectuals in mid and late colonial Peru, and illuminates the writing practices and social agency of Andeans in their search for social change. Indians and Mestizos was awarded the Thomas McGann Prize given by RMCLAS to the best monograph on Latin American History in 2010. Dr. Dueñas has also published articles in academic journals in the United States, Peru and Colombia and contributed chapters in edited books in the United States. She is a recipient of a Fulbright fellowship and National Endowment for the Humanities grant.
GUADALUPE GARCÍA

ASSISTANT PROFESSOR
DEPARTMENT OF HISTORY
TULANE UNIVERSITY

Dr. Guadalupe García earned a Ph.D. in History (2006) from the University of North Carolina, Chapel Hill. García is Assistant Professor in the Department of History at Tulane University, where she teaches courses on Latin American history, the city in Latin America, and the Cuban revolution.

García specializes in Latin American colonial history with an emphasis on Cuba and the Spanish Atlantic worlds. Her research interests include colonial cities and subjects, port cities, border spaces, and contemporary urban movements. She is currently revising her first book manuscript, tentatively entitled “Beyond the Walled City: Race and Exclusion in Colonial Havana.” The manuscript explores how colonial Havana was imagined, planned and developed from its sixteenth-century origins onward. It highlights how local, political conflicts over urban space reveal racial conflicts and Caribbean uncertainties and it aims to illustrate the importance of colonial ideologies in the production of urban space and the centrality of race and racial exclusion as an organizing ideology of urban life in the Americas. The manuscript connects colonial urban practices to contemporary debates on urbanization, the policing of public spaces, and the urban dislocation of black and ethnic populations in the Americas. García is also working on a collaborative book project currently in the early research stages. The project explores the popular consumption of socialist revolutions and the ways in which public, visual representations of revolutionary movements imagine and respond to issues of mass tourism and globalization.
Dr. Kimberly Gauderman earned a B.A. in History and French (1986) from the University of Oregon, and an M.A. (1990) and Ph.D. (1998) in Latin American History from the University of California, Los Angeles. Gauderman is Associate Professor in the Department of History at the University of New Mexico, where she teaches a variety of courses focusing on early and modern Latin American history. Reflective of her research interests, Gauderman offers undergraduate courses on modern Andean nations, touching on such themes as foreign relations, economic development, militarization, guerilla groups, drug cartels, environmental devastation, indigenous peoples, and women. Graduate courses offered by Gauderman have centered on early Mexico, early Peru, women, and indigenous peoples.

Gauderman’s research interests focus on Latin American history, ethnohistory, indigenous peoples, and gender. In 2003, she published Women’s Lives in Colonial Quito: Gender, Law, and Economy in Spanish America (University of Texas Press). In addition, she works as an expert witness supporting Latin Americans seeking asylum in the U.S. on the basis of LGBT status and domestic violence. She is the recipient of a Teaching Enhancement Grant from UNM (2003), a Fulbright Grant for Dissertation Research (1994) and a Social Science Research Council Grant for Dissertation Research (1994).
Cristina Cruz González

Assistant Professor
Department of Art History
Oklahoma State University

Dr. Cristina Cruz González earned an M.A. in Art History (1999) from the University of Texas at Austin, a Ph.D. in Art History (1990) from the University of Chicago, and a M.Phil in Classics (2000) from Cambridge University. She is Assistant Professor in the Department of Art History at Oklahoma State University, where she teaches courses on Latin American art and religion and Classical art.

RAY HERNÁNDEZ-DURÁN

ASSOCIATE PROFESSOR
DEPARTMENT OF ART AND ART HISTORY
UNIVERSITY OF NEW MEXICO

Dr. Ray Hernández-Durán earned a B.A. in Psychology (1988) and a B.F.A. in Studio Art and Art History (1990) from the University of Texas at Austin, an M.A. in Art History (1994) from the University of Wisconsin-Madison, and a Ph.D. in Art History (2005) from the University of Chicago. Hernández-Durán is Associate Professor in the Art and Art History Department at the University of New Mexico, where he teaches courses related to Ibero-American Colonial Arts and Architecture.

Hernández-Durán’s primary area of specialization is late colonial visual culture in New Spain with secondary specializations in Museum Studies, nineteenth-century Mexico, and African Art. His publications on eighteenth-century painting and nineteenth-century museum practice have appeared in such journals and anthologies as Nineteenth Century Art Worldwide: Visual Cultures of the Nineteenth Century, Religion as Art, Woman and Art in Early Modern Latin America, and Hacia otra historia del arte en México. He has a forthcoming article in The Journal of Nineteenth-Century Studies titled “The Politics of Colonial Canon Formation in Nineteenth-Century Mexico” and two books on the historiography of colonial art: The Academy of San Carlos and Mexican Art History: Politics, History, and Art in Nineteenth-Century Mexico (Ashgate Press) and A Historiography of Colonial Art in Mexico, ca. 1855–1934 (University of New Mexico Press).
Dr. Stephanie Kirk earned her M.A. in Latin American Studies (1997) and her Ph.D. in Spanish and Portuguese (2003) from New York University. She is Associate Professor in the Department of Romance Languages and Literatures at Washington University in St. Louis, where her main teaching and research interests include the literature and culture of colonial Latin America and the early modern Atlantic world, with a focus on gender studies and religion.

Kirk is the author of *Convent Life in Colonial Mexico* (University of Florida Press, 2007) as well as editor of the volume *Estudios coloniales en el siglo XXI: Nuevos itinerarios* (Instituto Internacional de Literatura Iberoamericana, 2011). She has authored a number of articles and essays on religion and gender in colonial Mexico and the wider Luso-Hispanic Atlantic world and is currently at work on her second monograph, *Sor Juana Inés de la Cruz and the Gender Politics of Culture in Colonial Mexico* (under contract with Ashgate Publishing), which examines Sor Juana Inés de la Cruz’s engagement with masculine institutional and ecclesiastical power in her explorations of the cultural and intellectual spheres of Mexico and the wider Iberian Atlantic world.
Dr. Kathryn J. McKnight earned a B.A. in Latin American Studies (1982) from Earlham College, and an M.A. (1987) and Ph.D. (1992) in Spanish from Stanford University. She is Associate Professor in the Department of Spanish and Portuguese and the Associate Director for Academic Programs for the Latin American and Iberian Institute at the University of New Mexico. Her primary areas of teaching include colonial literatures and discourses, women writers of the early modern period, and Afro-Hispanic narratives and cultures of early modern Ibero-America.

McKnight’s research focuses on the voices of those who speak from the margins of colonial Spanish American society, particularly considering how individuals and groups contest their portrayals by those in power. She has written on testimonies by people of African descent in New Spain and Cartagena de Indias, with articles appearing in the *Colonial Latin American Review, Journal of Colonialism and Colonial History, Colonial Latin American Historical Review*, and *Revista de Estudios Hispánicos*. In 2009 McKnight published the anthology *Afro-Latino Voices: Documentary Narratives from the Early Modern Iberian World, 1550-1812*, co-edited with historian Leo Garafolo. McKnight is the recipient of the Katherine Singer Kovacs Prize for an outstanding book published in English in the field of Latin American and Spanish literatures and cultures (1998) for her book, *The Mystic of Tunja, the Writings of Madre Castillo, 1671-1742* (University of Massachusetts Press, 1997).
SUZANNE SCHADL

ASSISTANT PROFESSOR
COORDINATOR OF INTER-AMERICAN STUDIES (IAS), UNIVERSITY LIBRARIES
UNIVERSITY OF NEW MEXICO

Dr. Suzanne Schadl earned her Ph.D. in Latin American Studies (2002) at the University of New Mexico. She is Assistant Professor and Coordinator of Inter-American Studies/Latino and Latin American Collections in University Libraries at the University of New Mexico, where she teaches courses in Latin American Studies and Information Management.

As curator, Schadl works with UNM’s Latin American, American, and Chicano Studies programs as well as with the Department of Spanish and Portuguese. A strong advocate for the maintenance of significant print collections, particularly in under-represented languages, Schadl also works towards innovative web collections. Her research interests have evolved from questioning the fictive structures in Imperial Carioca science to solutions for preserving and disseminating resources under-represented in libraries and archives.
PETER SIGAL

ASSOCIATE PROFESSOR
DEPARTMENT OF HISTORY
DUKE UNIVERSITY

Dr. Peter Sigal earned his M.A. (1992) and his Ph.D. (1995) from the University of California, Los Angeles. He is Associate Professor in the Department of History at Duke University, where his teaching and research addresses Comparative Colonial Studies, Gender, Military History, Medieval and Early Modern History, Global Transnational History, Cultural History, Global and Comparative, and Latin America and the Caribbean.

The relationships between gender, sexuality, and colonialism have intrigued Sigal since he began his first book on Maya sexuality. He recently published a study on the interaction of writing and sexual representation in sixteenth and seventeenth-century Nahua societies (The Flower and the Scorpion: Sexuality in Early Nahua Culture and Society [Duke University Press, 2011]). He is currently working on a study of “ethnopornography,” the relationship between the colonial and ethnographic gaze and sexuality throughout the world (a project begun as a joint venture with the late anthropologist Neil Whitehead); and engaging in research on the position of the hyper-masculinized Aztec warrior in early modern literature from Europe and the Americas. Sigal has moved from studying sexual desires in indigenous communities to examining the early modern cultural processes that created global concepts of modern sexuality, gender, masculinity, and femininity. Sigal is, along with Jocelyn Olcott, and John D. French, senior editor of the Hispanic American Historical Review. He is also author of From Moon Goddesses to Virgins: The Colonization of Yucatecan Maya Sexual Desire (University of Texas Press, 2000), and editor of Infamous Desire: Male Homosexuality in Colonial Latin America (University of Chicago Press, 2003).
KEVIN TERRACIANO

PROFESSOR, DEPARTMENT OF HISTORY
CHAIR, LATIN AMERICAN STUDIES PROGRAM
ASSOCIATE DIRECTOR, LATIN AMERICAN CENTER
UNIVERSITY OF CALIFORNIA, LOS ANGELES

Dr. Kevin Terraciano earned his Ph.D. from the University of California, Los Angeles (1994). Terraciano is Professor in the Department of History at the University of California, Los Angeles, where he specializes in Colonial Latin American history, especially Mexico and the indigenous cultures and languages of central and southern Mexico. He teaches various lecture courses and seminars at the undergraduate and graduate levels. Since 2001, he has won eight separate teaching awards.

LISA VOIGT

ASSOCIATE PROFESSOR
DEPARTMENT OF SPANISH AND PORTUGUESE
OHIO STATE UNIVERSITY

Dr. Lisa Voigt earned her B.A. in Hispanic Studies (1993) from Northwestern University and her Ph.D. in Hispanic Studies (2001) from Brown University. She is Associate Professor in the Department of Spanish and Portuguese at Ohio State University, where her teaching and research on colonial Latin American literature and culture address transatlantic and comparative issues, and include such topics as captivity and shipwreck narratives in the Spanish and Portuguese empires, mestizo historiography in New Spain, and Baroque festivals and festival accounts in the Andes, Brazil, and Portugal.

For more information about this symposium, including recordings of its panel presentations, please visit the LAII online at the following address:
