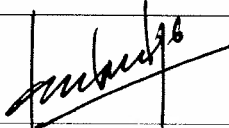
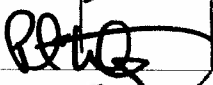
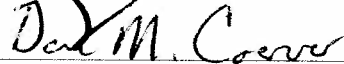


|                        |       |
|------------------------|-------|
| For TCU/RCAF Use Only: |       |
| Action                 | _____ |
| Amount                 | _____ |
| Project Code           | _____ |

**TCU RESEARCH AND CREATIVE ACTIVITIES FUND  
GRANT APPLICATION**

|   |   |                             |
|---|---|-----------------------------|
| <b>Principal Investigator:</b> Alexander Hidalgo  |   |                             |
| <b>Academic Rank:</b> Assistant Professor   |   |                             |
| <b>Department:</b> History and Geography  |   |                             |
| <b>College or School:</b> AddRan College of Liberal Arts  |   |                             |
| <b>Date of Appointment to TCU:</b><br>August 2013   | <b>Degree:</b> PhD  | <b>Date Conferred:</b> 2013 |
| <b>Project Title:</b> The Indian Map Trade in Colonial Oaxaca   |   |                             |
| <b>Amount Requested:</b> 4000   | <b>Project Period:</b> Summer 2014  |                             |
| <b>Authorizing Signatures:</b>  |   |                             |
| <b>Principal Investigator:</b>  |   |                             |
| <b>Department Chair:</b>  |  |                             |
| <b>Dean of School/College:</b>  |  |                             |
| <b>ABSTRACT (200 WORDS OR LESS; NOTE 5 POINTS POSSIBLE ON EVALUATION SHEET)</b>   |   |                             |
| <p>I seek funding to conduct archival research in Mexico for a book project that examines the relationship between colonialism and cartographic practices in the southern Mexican region of Oaxaca from the late sixteenth through the early eighteenth centuries. This project addresses the reliance of Spanish administrators on Indian mapmakers to document the demarcation of boundaries as they divided newly settled territory, and the role of individuals who used maps to petition officials for land and to protect personal and corporate interests. Why did authorities commission native maps in the first place? If colonial administrators disapproved of pictorial documents as some evidence suggests, why did they continually inspect and accept them? I theorize that maps encoded principles drawn from Mesoamerican and European pictorial traditions to organize and describe land use according to local concerns. My project relies on the study of maps that are only accessible in Mexican archives.</p> |   |                             |

**Does this proposed research:**

Yes       No      **Involve human subjects? If yes, date of Committee review:**

Yes       No      **Involve live animals? If yes, date of Committee review:**

Yes       No      **Involve radioactive substances?**

Yes       No      **Involve scheduled drugs?**

**Type of Application:**       **New Project/SEED Project**

**Continuing Project**  
**Renewal of TCU/RCAF Grant No.:**

**Supplement to other grant application:**

**Source:**

**Amount Requested:**

**Funding Period Requested:**

**Proposal Status:**

**Awarded**     **Denied**     **Pending**

**Ongoing project for which external funding is not possible.**

**The proposal must include explanation for the lack of external funding applications.**

**Previous TCU/RCAF Grants:**

**Grant No.:**      **Year:**

**Grant No.:**      **Year:**

**Grant No.:**      **Year:**

## **Purpose**

Funding for this proposal will support the development of a book manuscript on indigenous mapping practices in colonial Oaxaca. RCAF funds will be used to conduct archival research in Mexico during the month of June 2014. I seek to analyze a collection of over sixty Indian-made maps made between 1570 and 1740 held at the Archivo General de la Nación (AGN), the national archive in Mexico City. The physical construction of each of the maps—size, materials, and color—represents a significant component of my research making it necessary to travel to the archive in order to compare and contrast the choices of individual mapmakers, but also to digitally document select portions of each map. The AGN and the State Archive in Oaxaca City house a series of manuscript sources including land disputes, criminal records, and town council minutes as well as printed materials including chronicles, botanical treatises, and regional histories that inform the production and use of maps during this period. Native maps served as visual aids to assign property for agriculture, ranching, mining, and subsistence farming, and in legal proceedings when deployed by litigants as evidence. They also functioned as guides to develop infrastructure projects such as aqueducts, and in surveys of human and natural resources. I hypothesize that indigenous mapmaking responded to imperial policies, spatial realignments, and local power struggles and that it challenged Spanish ideals of order and law. Supplementary salary funds from the JFSRP would allow me to initiate an analysis of the sources during the month of July and part of August, and to prepare a major grant proposal for the Ford Foundation designed to support writing and the completion of my book manuscript during the AY 2015-16.

## **Project Background**

That indigenous people made maps often surprises learned and popular audiences. In fact, native maps circulated widely throughout New Spain from contact and into the eighteenth century. Yet historians have typically used maps as simple visual finding aides without much concern about their cultural value. J. B. Harley, a leading twentieth-century cartographic scholar remarked, “historians have tended to relegate maps—along with paintings, photographs, and other non-verbal sources—to a lower division of evidence than the written word.” Harley’s claim mirrors the attitudes of intellectuals in other fields who have argued for the primacy of alphabetic over pictorial writing, an element used to justify imperial expansion in the New World. Likewise, discussion about mapmaking has rested for generations in the notion that mathematical precision and topographical accuracy represented the most salient qualities in a map, a truthful way of understanding spatial relationships.

In recent years, a handful of works dealing with native cartography have challenged these ideas, carving important paths to understand shifting modes of pictorial representation during the sixteenth century as well as the historical context and political conditions under which maps were made. These works, written primarily by art historians, have enriched our understanding of indigenous painters and their role as mediators between authorities, towns, and individuals in the early colonial world. Much of this scholarship has centered on early contact, a period closely tied to conquest forcing a comparison between pre-Colombian mapping techniques and early colonial ones. As a result, a strand of scholarship has emerged centered on debates about the loss of indigenous knowledge, and the imposition of Spanish ideals and pictorial tools, situating the practice of mapmaking within a narrow time period, and of little value to royal authorities.

## **Project Need/Significance**

My preliminary research suggests the reliance on indigenous maps by officials, individuals, and corporate entities had far-reaching implications for the description, division, and defense of land in Oaxaca. Although based in relationships of unequal power, the interaction between painter and authorities marks an important site of contact where local geographic knowledge informed representations of the natural world, imperial policies, distribution of land, and notarial culture. Oaxaca's great ethnic diversity, peoples' strong ties to land, and the region's rich pictorial writing tradition make it possible to closely examine the development of indigenous mapping during the colonial period. From the 1570s through the 1700s painters in the Mixteca, Tehuantepec, Sierra Norte, and coastal regions made maps to petition or regularize land, to dispute boundary claims, to seek social privileges, and even to supply geographic information for royal efforts to account for their vast holdings in the New World.

My project centers on four distinct aspects of the map trade including the participation of social networks, the application of materials and technology, a map's legibility and authentication, and the practice of reproduction. I draw from a range of fields including cultural history, art history, the histories of cartography and science, and ethnohistory to explain the significance of mapmaking within wider debates about colonialism, technology, literacy, artistic innovation, and the environment. In particular, my study offers a lens to assess indigenous forms of learning and knowledge, and it contributes to recent work that has highlighted scientific achievements in cartography, medicine, and astronomy in the Hispanic world. As practitioners of early modern botany and chemistry, painters mixed plants with liquids and minerals drawing from Mixtec, Zapotec, and Nahuatl traditions, consistently making rich colorants and strong binding agents used to map. Once made, a map's material condition embodied indigenous

identity, a feature that aroused suspicion among the networks that controlled the production of handwritten documents required to engage in commercial and legal affairs. Another significant aspect of this project informs debates within the history of cartography centered on geometric precision, and it draws from a rich and evolving literature on legal culture in colonial Latin America. My preliminary findings suggest that despite Spanish resistance, indigenous mapping informed territorial disputes, certifications of land, and compliance with new ordinances.

### **Project Potential**

The research proposed here is fundamental for my development as a scholar as it will allow me to create the foundation for a book manuscript, the publication of which is a requirement in my field in order to obtain tenure. Aside from the research component, support for this project will allow me much-needed time during the summer not only to evaluate the sources I collect in Mexico but also to prepare a major grant proposal directed at the Ford Foundation. My aim is to secure funding for the AY 2015-16 that will allow me one year of writing in order to complete the book manuscript. Based on my past research on native maps, I have published a peer-reviewed article on a copied map made in seventeenth-century Oaxaca that analyzes the relationship between land tenure, social memory, and manuscript culture. Likewise, as a Ford Foundation Dissertation Fellow, I had the opportunity to discuss my book idea with several academic presses including Duke University Press, University of Texas Press, and the University of Arizona Press. This initial inquiry has proved fruitful resulting in an offer for an advance contract with Texas. For the time being, I wish to conclude the research proposed here in order to sharpen my ideas before securing a formal agreement. Lastly, I hope to incorporate a portion of this research into a graduate seminar I plan on teaching in Spring 2015 on the role of maps in Latin America.

## Methods

Visual analysis represents the most useful tool to examine the content of each map. Identifying and classifying cartographic signs will help to define the range of elements used to describe spatial relations. In particular, I seek to determine how the illustration of human settlements including towns, ranches, and villages as well as geographical features such as mountains, rivers, trees, and rocks, helped to create a visual language legible to Spanish authorities. A second aspect of my analysis will identify a map's written elements through a paleographic study of the alphabetic writing in Spanish, Nahuatl, Mixtec, or Zapotec found on most maps. I acquired the necessary skills to read sixteenth, seventeenth, and eighteenth century Spanish writing through independent research at the AGN, the State Archive in Oaxaca, the Mapoteca Orozco y Berra, a leading map archive in Mexico City, as well as the Burgoa Library in Oaxaca, the Library of Congress, and the Nettie Lee Benson Latin American Collection at the University of Texas at Austin. Likewise, I honed these skills at Arizona State Museum where I worked as a research assistant for three years while in graduate school.

My preliminary findings indicate that scribes and authorities annotated maps while inspecting them in order to legitimate their content. My initial results also reveal the intervention of painters seeking to establish authority over space and its visual representation. A third focus of my analysis will consider the materiality of native maps including a visual analysis of colors, ink, and support materials such as paper, brushes, cloths, and vellum. The material condition of maps plays an important role in the way we think about indigenous pictorial records and it will form an important component of the book.

## BUDGET FORM

| Account Code  | Amount                         | Total           |
|---|--------------------------------|-----------------|
| <b>A. SALARIES – Student Assistants/Research Assistants/Junior Faculty Summer Pay</b><br>(State projected period and number of hours for which assistant will be employed.<br><b>Rate of pay:</b> Be sure to consult the <u>External Grants</u> information page for the current minimum wage |                                |                 |
| <b>6104</b>   | 1. JFSRP-Alexander Hidalgo     | \$6000.00       |
|   | 2.                             | \$              |
|   |                                | \$ 6000.00      |
| <b>B. TRAVEL</b><br>(Itemize on separate sheet; do not include funds for presentation of research papers.)  |                                |                 |
| <b>6220</b>   | 1. Faculty - Alexander Hidalgo | \$4000.00       |
| <b>6222</b>   | 2. Consultant -                | \$              |
| <b>6221</b>   | 3. Foreign -                   | \$              |
|   |                                | \$4000.00       |
| <b>C. PERMANENT EQUIPMENT</b> (If requested equipment is presently available on campus, please explain, on separate sheet, why the available equipment cannot be used.)   |                                |                 |
| <b>6340</b>   | 1.                             | \$              |
|   | 2.                             | \$              |
|   | 3.                             | \$              |
|   |                                | \$              |
| <b>D. OTHER EXPENSES</b> (Itemize on separate sheet, include costs.)  |                                |                 |
| <b>6430</b>   | 1. Supplies –                  | \$              |
| <b>6437</b>   | 2. Research Supplies -         | \$              |
| <b>6341</b>   | 3. Computer -                  | \$              |
| <b>6365</b>   | 4. Printing Services –         | \$              |
| <b>6360</b>   | 5. Mail Services –             | \$              |
| <b>6445</b>   | 6. Other –                     | \$              |
|   |                                | \$              |
| <b>TOTAL BUDGET REQUEST</b>   |                                | <b>\$10,000</b> |



### RCAF Itemized Budget

#### *Airline Travel*

|   |          |
|---|----------|
| Flight one way (DFW to Mexico City, American Airlines, 6/1)   | \$342.50 |
| Flight one way (Mexico City to Oaxaca City, Aeromexico, 6/15) | \$175.27 |
| Flight one way (Oaxaca City to DFW, Delta, 6/21)              | \$342.30 |

#### *Local Transportation*

|  |      |
|--|------|
| Shuttle from Fort Worth to DFW                       | \$75 |
| Shuttle/taxi from Mexico City airport to hotel       | \$35 |
| Shuttle/taxi from Mexico City hotel to airport       | \$35 |
| Shuttle/taxi from Oaxaca City airport to hotel       | \$25 |
| Shuttle/taxi from Oaxaca City hotel to airport       | \$25 |
| Shuttle from DFW to Fort Worth                       | \$75 |
| Metro and taxi service within Mexico City and Oaxaca | \$85 |

#### *Accommodations*

|  |              |
|--|--------------|
| Mexico City (14 nights x \$75=\$1050 + \$221.20 tax=\$1271.20) | \$1271.20    |
| Oaxaca City (6 nights x \$72= \$432 + \$82.08 tax=\$514.08)    | \$514.08     |
| Meals in Mexico City (13 days x \$50)                          | \$650        |
| Meals in Oaxaca City (7 days x \$50)                           | <u>\$350</u> |

Total anticipated expenses: \$4,000.35

#### Budget Explanation

I will fly from DFW to Mexico City where I will conduct archival research in the AGN for two weeks. From there, I will travel to Oaxaca City where I will continue my archival research at the State Archive for one week before returning to Fort Worth. My expenses are limited to airfare, local transportation, food, and lodging.

## Record of Scholarly Activity (selected from 2010-2013)

### Peer-Reviewed Articles

"A True and Faithful Copy: Reproducing Indian Maps in the Seventeenth-Century Valley of Oaxaca," *Journal of Latin American Geography* 11/S (2012): 119-145.

### Guest-Edited Journals

"Imperial Geographies and Spatial Memories," special issue of the *Journal of Latin American Geography* 11/S (2012), edited and introduced with John F. López.

### Book Reviews

Catherine DiCesare, *Sweeping the Way: Divine Transformation in the Aztec Festival of Ochpaniztli* (Boulder: University Press of Colorado, 2009) in *Sixteenth Century Journal* 42/4 (2011): 1252-1254.

Matthew D. O'Hara, *A Flock Divided: Race, Religion, and Politics in Mexico, 1749-1857* (Durham: Duke University Press, 2010) invited review for *Itinerario* 34/2 (2010): 150- 152.

### Translations

Reinaldo Funes Monzote, "Animal Labor and Protection in Cuba: Changes in Relationships with Animals in the Nineteenth Century," with Zeb Tortorici. In *Centering Animals into Latin American History*. Edited by Martha Few and Zeb Tortorici. Durham: Duke University Press, 2013.

Translation of Selected Letters of Bernardo de Gálvez, Spanish Governor of Louisiana. In *Naval Documents of the American Revolution*, Vol. 12. Michael J. Crawford, ed. Washington, D.C.: Naval Historical Center, Department of the Navy, 2013.

### External Funds

2012 Ford Foundation Dissertation Completion Fellowship, The National Academies

2011 Albert J. Beveridge Grant for Research in the Western Hemisphere, American Historical Association

2010 Jay I. Kislak Fellowship in American Studies, Library of Congress

### Conference Presentations

2011 "Cartographic Materials and the Map Trade in Colonial Oaxaca," paper presented at the American Society for Ethnohistory annual meeting. Los Angeles, CA

2011 "A True and Faithful Copy: (Re)producing Local Maps in Seventeenth- and Eighteenth-Century Oaxaca," paper presented at the American Historical Association's annual meeting. Boston, MA

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 New/seed money  
 Continuing/renewal

EVALUATION SHEET

|   |  |
|---|--|
| <b>Name:</b> Alexander Hidalgo                                | <b>Department:</b> History and Geography |
| <b>Project Title:</b> The Indian Map Trade in Colonial Oaxaca |  |

| Proposals will be evaluated on the basis of the following: |  | Points Possible                 | Points Awarded |
|--|--|---------------------------------|----------------|
| 0.   | <b>Progress Report (Only for continuing/renewal projects).</b> One page maximum. The explanation must clearly delineate the reason for continued funding and include evidence of external grant submission concerning the proposal to be renewed – OR – include evidence of non-availability of fund for this work. <u>Missing progress reports will deduct 15 points from continuing/renewal applications.</u>              | -15                             | _____          |
| 1.   | <b>Abstract.</b> Has the investigator provided a summary statement that covers the main point of the project, the problem intended to solve, relevant background, expected methodologies, and major conclusions? Is the abstract 200 words or less?  | 5                               | _____          |
| 2.   | <b>Purpose.</b> Is the purpose of the project clearly stated in a concise introductory paragraph? Based on this statement, is it clear exactly what the investigator hopes to produce?   | 5                               | _____          |
| 3.   | <b>Project Background.</b> Is there an adequate review of the pertinent previous work (either by the investigator or others) so that it is clear how the proposed project fits into the current state of knowledge or artistry?  | 10                              | _____          |
| 4.   | <b>Project Need/Significance.</b> Has the investigator provided a convincing argument that the proposed project will make an important contribution to the field of study or area of artistry?   | 15                              | _____          |
| 5.   | <b>Project Potential.</b> Has the investigator provided an explanation of:<br>1) how this project will contribute to his/her scholarly/artistic development,<br>2) how this project will allow the investigator to seek extramural funding in this area of scholarly/artistic activity, and<br>3) the potential for publication, or other appropriate form of external recognition, based on the activities of the projects? | 10                              | _____          |
| 6.   | <b>Methods.</b> Are the project activities clearly described, and does it appear that they will allow the investigator to reach the objective(s) described in the <b>Purpose</b> ?   | 15                              | _____          |
| 7.   | <b>Budget and Budget Justification.</b> Is the budget clearly described? Is each area of expenditure justified. Is overall cost of the project reasonable?   | 30                              | _____          |
| 8.   | <b>Record of Scholarly Activity.</b> Has the investigator provided a record of their scholarly activity (publications, presentations, performances, and external funds)? Does this show active scholarship over the past three years, and that the current project will add to the investigator's scholarly development (see <b>Project Potential</b> )?   | 10                              | _____          |
|  | <b>Extra Points.</b> New faculty (in first or second year of appointment) who have not yet received a TCU RCAF Grant.  | 15                              | _____          |
| <b>Deductions.</b>   |  |                                 |                |
|  | 1) Limited minor errors  | -10                             | _____          |
|  | 2) Major errors (in number or substance)   | -20                             | _____          |
|  | 3) Extreme errors  | -40                             | _____          |
| <b>MAXIMUM TOTAL POINTS</b>                                |  | <b>100 (115 if new faculty)</b> | _____          |