



Global Heritage Fund

UCLA Extension

# TEYUNA -CIUDAD PERDIDA FIELD SCHOOL, COLOMBIA

*Course ID: ARCH XL 159  
June 11–July 12, 2017*

## DIRECTORS:

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## INTRODUCTION

Teyuna-Ciudad Perdida Archaeological Park is located on the northern face of the Sierra Nevada de Santa Marta mountain range towards the upper section of the Buritaca River basin. The archaeological remains extend over more than thirty hectares, spreading out over the crest and slopes of a narrow hilltop overlooking the Buritaca River, from 900 meters elevation to 1100 meters. The broken landscape around the Park is covered in tropical rainforest, with trees and palms over thirty meters high. In addition to the remains of Ciudad Perdida, vestiges of at least an additional 26 settlements can be found in the surrounding area. The archaeological park is also located within the overlap between Sierra Nevada de Santa Marta Natural Park and the Kogi-Malayo-Arhuaco indigenous reservation. A biodiversity assessment of the area confirmed the presence of jaguar, puma, and ocelot, as well as endemic bird and reptile species found nowhere else in the world.

Between 2006 and 2012, research concentrated on Teyuna-Ciudad Perdida itself, focusing on producing a better understanding of its construction sequence and layout. During 2014 and 2015, and in 2016 FIAAT-GHF and ICANH (Colombian Institute of Anthropology and History) teams concentrated on conservation and survey work in different areas throughout the park. During 2016 we focused on sampling and survey work at sites known as G-2 and B-202, and excavations at Ciudad Perdida's central terrace. During the 2017 season, we plan to continue survey and sampling, while moving towards two sites in the vicinity: Páramo and Tigres. Pending GPR survey work with ICANH specialists we will also pick at least two structures within Ciudad

Perdida for excavation. The role of adjacent towns and villages *vis á vis* the larger city is unclear, and thus sampling and excavation work is meant to complement architectural and spatial data gathered during the 2013 field season. Targeted excavation is designed to aid us in understanding the construction sequence and function of these sites that are, to date, poorly understood. During this field season, we will also be doing conservation work at a number of structures that have collapsed and need rebuilding. We will be working with the park's archaeological conservation team led by Eduardo Mazuera. Given that some of these terraces may have buried occupations, stratigraphic details must be carefully recorded, and artifacts buried in terrace fill recovered and cataloged. Students will rotate between the survey and conservation teams.

#### ACADEMIC CREDIT UNITS & TRANSCRIPTS

**Credit Units:** Attending students will be awarded 12 quarter credit units (equivalent to 8 semester units) through our academic partner, UCLA Extension. UCLA is a top ranked research university and its archaeology program is ranked amongst the best in the country. All IFR field schools instructors and curricula are approved both by the corresponding academic department and the Academic Senate at UCLA. This field school provides a minimum of 192 direct instructional hours.

**Transcripts:** Transcripts are available through UCLA UnEX and instructions for ordering transcripts may be found at <http://bit.ly/2bD0Z3E>. Grades will be posted and transcript available usually within six weeks after the end of this field school. All IFR field schools are designated XL classes – courses that are equivalent to undergraduate courses offered by the UCLA regular session. All XL courses are transferable for unit and subject credit toward the Bachelor's Degree at all campuses of the UC and CSU systems. Classes numbered 100 to 199 are considered upper division (junior/senior). For more information, go to <http://bit.ly/2bjAqmy>.

**UCLA students:** Students can take classes through UCLA Extension to complete requirements. However certain considerations must be taken into account. For more information, go to <http://bit.ly/2bJWeHK>.

**Credit Units Transfer:** Most universities accept UCLA credit units – there are very few exceptions. Students are strongly encouraged to discuss the transferability of the credit units with school officials BEFORE attending the field school.

#### COURSE OBJECTIVES

The objective of this field school is to provide students with hands on training in archaeology and conservation work and its practice in remote and isolated tropical forest areas such as Teyuna-Ciudad Perdida. Students are expected to gain basic knowledge of the logistics involved in running a successful project and understand the ethical issues at stake when working within indigenous reservations and national parks.

Reaching Ciudad Perdida requires two days of hiking through steep, mountainous jungle. Students will be introduced to the physical and intellectual challenges presented by projects taking place in remote environments such as Ciudad Perdida. Students will also explore how ancient peoples constructed completely different life-worlds from our own. Along the way, students will be introduced to the logics and objectives of community based development related to tourism and the archaeological park.

To achieve all of the above goals, we will: 1) provide students with basic knowledge of field methods, including excavation, survey and sampling, artifact processing and cataloging, and conservation work; 2) introduce students to research design, data interpretation, and the constant reframing of assumptions, hypotheses, and methodologies as work advances in the field; finally, 3) explain and describe the process for designing grassroots development projects aimed at improving the livelihoods of peasant and indigenous inhabitants of the area.

**Survey and sampling:** Students will conduct survey of architectural structures and topographic features, as well as sampling of terraces through shovel tests.

**Excavation:** The objective for this field season is to carry out a small number of targeted excavations at Teyuna-Ciudad Perdida or B-202, along with survey work aimed at reaching the site of Tigres. Students will participate in discussions regarding excavation trench location, orientation, and expected findings in order to better understand excavation logic and practices. Students will also learn how to set up a datum point and grid, artifact collection procedures, record keeping, artifact sorting, and soil and feature sampling procedures. Students will participate actively in all excavation workflow.

**Record keeping and processing:** Students will participate in drawing architectural features, plotting survey points on plans, filling out excavation forms, and recording stratigraphic details.

**Laboratory:** Scheduled lab tasks will include washing, sorting, drawing, and cataloguing of finds.

The course begins on Monday, June 11 and will meet every weekday and for a half-day on Saturdays until July 10. During the first two days, lectures will take place in the afternoon at lodges on the trail, where the historic, cultural, archaeological, and biological background of the area will be explained. Along the way, and on the trail, students will also be shown unexcavated sites and presented to the indigenous community in the basin.

#### **DISCLAIMER – PLEASE READ CAREFULLY**

Archaeological field work involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms or college town. This program operates in the dense jungle of the Sierra Nevada, with typical tropical forest heat and humidity. Conditions are basic, there is no hot water, and you will be sleeping on bunk beds, field cots, or mattresses placed on the floor. There are no private rooms, internet or cell phones. Power is provided by a small hydroelectric turbine and solar panels. To get to the site, you will hike for two days in the rough mountain terrain. Clothing never dries well and mosquitoes are in abundance. Food is carried by porters and mules over the jungle path and there is no choice, stores, or alternative food sources.

Research at Teyuna-Ciudad Perdida requires commitment, an inquisitive mindset, and a great love of the outdoors. The program offers a unique experience that will challenge both your body and mind. Make sure you understand how remote Ciudad Perdida is before enrolling. That said, this program offers students a real opportunity for a transformative experience. You will learn not only about lost civilizations and living tropical forest cultures, you will also learn much about yourself.

If you have medical concerns, please discuss them with your doctor. All other concerns may be discussed with the project director – as appropriate.

#### **PREREQUISITES**

There are no prerequisites for this course. However, due to the fact that we will be hiking in and out along the 14.5 mile trail and walking in tropical forest on a daily basis, with a very broken topography, students must be physically fit and emotionally prepared. Archaeological work at Teyuna-Ciudad Perdida involves relatively strenuous physical activity, as well as exposure to the elements and insects. You will be constantly sweaty, tired, pestered by droves of mosquitoes, and occasionally drenched by thunderous rains. You will be outside your comfort zone and will have to interact with people who speak no English, including kogui and wiwa indigenous peoples as well as tourist and guides. Students should be mentally prepared to spend a month with limited communication with their friends and family, for there is no cellular phone coverage available at the site or anywhere near it. A satellite phone provides limited communications.

### **EQUIPMENT-TOOLKIT**

Students must bring the following as part of their personal kit:

- A clip board
- Warm weather sleeping bag (40 degree Fahrenheit/8 degree Celsius rating)
- Leather work gloves
- Hiking boots or shoes
- Rubber boots (wellies), to be bought in Santa Marta
- Sun glasses and cap or hat
- Pocketknife
- Personal first aid kit
- Headlamp
- Mosquito repellent

### **GRADING**

**60%:** Participate in activities each day, including lectures, and laboratory work

**15%:** Keep a field notebook that will be evaluated at the end of the field season

**15%:** Participate in daily discussion of results

**10%:** Oral exam testing students on reading materials required for this course

### **TRAVEL & MEETING POINT**

Students arriving by air will be met at the Santa Marta airport (SMR) by staff members. Those arriving by bus from Bogotá will be given instructions on how to get to Hotel Solymar ([www.solymarhostal.com](http://www.solymarhostal.com)) or The Dreamer Hostel ([www.thedreamerhostel.com](http://www.thedreamerhostel.com)) in Santa Marta. You will have to fly in to Bogotá and take a connecting flight to the city of Santa Marta or fly in to Cartagena or Barranquilla and travel overland to Santa Marta. You should make travel arrangements such that you arrive in Santa Marta by midday of **Sunday June 11** at the latest.

If you miss your connection or your flight was delayed/canceled, call, text or email the project director. Local contact information will be provided to enrolled students.

### **VISA REQUIREMENTS**

U.S. citizens traveling to Colombia do not need a visa for a tourist stay of 90 days or less. Students do need a valid passport. Travelers entering Colombia are sometimes asked to present evidence of return or onward travel, usually in the form of a plane ticket. One empty page in your passport is required for entry stamp. Citizens of other countries are asked to check the Embassy of Colombia website page at their home country for specific visa requirement.

## **ACCOMMODATIONS**

During the hike to Ciudad Perdida, we will be staying in the same lodges used by tourists. The first night you will sleep in a hammock or bunk bed. Lodges on the second night have bunk beds. Students will live in field housing located within the park itself. Conditions are basic, there is no hot water, and you will be sleeping on bunk beds, field cots, or mattresses placed on the floor. All meals will be communal events at the park kitchen and will provide plenty of food prepared by a local cook. The daily diet is based on rice, corn cakes, manioc, potatoes, plantains, lentils, beans, meat (salt beef, pork, and fish) and when available, vegetables and fruit juice. Vegetarians may attend but will find that vegetable and fruit availability will diminish as the season progresses and we use up our store of fresh produce. Vegan and kosher restrictions are impossible to accommodate in a remote location such as this one.

## **COURSE SCHEDULE**

### **Sunday, June 11**

5:00 p.m. Students and staff assemble in Lobby of Hotel Solymar, Santa Marta

5-6:00 p.m. Introductions, question and answer session

7:00 p.m. Group dinner

### **June 12-13: Approach to Teyuna-Ciudad Perdida Park**

#### **Monday, June 12**

6:30 a.m. Group meets 4 x 4 vehicles for travel to El Mamey trailhead

10:00 a.m. Group leaves trailhead for first lodge

Afternoon: Lecture "Introduction to archaeology of Northern South America I"

#### **Tuesday, June 13**

7:00 a.m. Group leaves for 2nd lodge

Afternoon: Lecture: "Introduction to archaeology of Northern South America II"

#### **Wednesday, June 14**

6:00 a.m.-7:00 a.m. Breakfast

7:00 a.m.-8:00 a.m. Safety and health discussion

8:00 a.m.-12:00 a.m. Group tour throughout the park

Lunch: 12:00-1.00

Afternoon: Equipment set up, check-up, and explanations (Total Stations, Prisms, Rods, Tripod set up, computers, cameras, excavation tool boxes, etc.)

Evening: Workgroup organization and schedule

#### **Thursday, June 15**

6:00-6:45 a.m. Breakfast

7:00-1:00 p.m. Research and conservation activities, training session 1 (TS in field set-up, shot taking, attribute recording, drafting, conservation drafting and recording, etc.)

1:30-3:00 p.m. Lunch and rest break

3:00-6:00 p.m. Debriefing and discussion

6:00-7:00 p.m. Dinner

**Friday, June 16**

6:00-6:45 a.m. Breakfast

7:00-1:00 p.m. Research and conservation activities, Training Session 2

1:30-3:00 p.m. Lunch and rest break

3:00-4:00 p.m. Debriefing and discussion

6:00-7:00 p.m. Dinner

**Saturday, June 17**

7:00 a.m. Breakfast

8:00-11:00 TS in field set-up individual practice

Free time

**Sunday, June 18**

**Rest/Laundry Day**

**Week 2-4 Daily Schedule (Monday-Saturday June 19 thru July 10)**

6:00-6:45 a.m. Breakfast

7:00-1:00 p.m. Research or conservation activities (10:30 a.m. break)

1:30-3:00 p.m. Lunch and rest break, walk back to camp

3:00-6:00 p.m. Debriefing and discussion, lab work

6:00-7:00 p.m. Dinner

7:00-8:30 p.m. Occasional lecture by project staff

Sundays: Free time (laundry, reading, writing, swimming in the creek and river)

**Saturday and Sunday July 8, 9** Season wrap up and discussion, equipment cleaning and packing

**Monday July 10** Walk back to El Mamey, pickup and travel to Santa Marta

**July 11** Arrival to Santa Marta

**July 12** Return home or continued travel in Colombia or South America

**MANDATORY READINGS**

Readings listed below will be posted on-line for students to access and read in advance of the project.

Bray, Warwick. 2003. Gold, Stone and Ideology: Symbols of Power in the Tairona Tradition. In *Gold and Power in Ancient Costa Rica, Panama and Colombia*, Jeffrey Quilter and John W. Hoopes. 301-344. Washington, D.C: Dumbarton Oaks.

Cavelier, J., Aide, T.M., Santos, C., Eusse, A.M., and Dupuy, J.M. 1998. The Savannization of Moist Forests in the Sierra Nevada de Santa Marta, Colombia. *Journal of Biogeography* 25, 5 (Sep. 1998): 901-912.

- Edelman, Marc and Haugerud, Angelique. 2005. *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*. Oxford: Blackwell Publishing. Chapter 1.
- Feilden, Bernard. 1994. Introduction to Architectural Conservation. In *Conservation of Historic Buildings*. Elsevier. U.K. Eppich, Rand (Ed). 2007. Recording, Documentation and Information Management for the Conservation of Heritage Places. The Getty Conservation Institute. Los Angeles, California.
- Giraldo, Santiago. 2010. *Lords of the Snowy Ranges: Politics, Place, and Landscape Transformation in Two Tairona Towns in the Sierra Nevada de Santa Marta, Colombia*. Ph.D. diss., University of Chicago. Intro, Chapters 2 and 5
- 2009. *Teyuna-Ciudad Perdida Archaeological Park Guidebook*. Bogotá: Instituto Colombiano de Antropología e Historia.
- ICOMOS. 1990. Charter for the Protection and Management of the Archaeological Heritage.
- Jokilehto, Jukka. 1999. *A History of Architectural Conservation*. Elsevier. U.K. Ch. 10.
- Krogzemis, James R. 1967. *A Historical geography of the Santa Marta Area, Colombia*. PhD diss., University of California, Berkeley. Chapters 2, 4 and 5
- Langebaek, Carl. 2003. The Political Economy of Pre-Colombian Goldwork: Four Examples from Northern South America. In *Gold and Power in Ancient Costa Rica, Panama and Colombia*, Jefferey Quilter and John W. Hoopes, Eds. 245-278. Washington D.C: Dumbarton Oaks.
- Matero, F.,K, Fung., del Bono, E., Goodman, M., Kopelson, E., McVey, L., Sloop, J., Turton, C. 1998. *Archaeological Site Conservation and Management: An appraisal of recent trends*. Conservation and Management of Archaeological Sites. Volume 2: 129-142. James & James, London.
- Renfrew, Colin and Bahn, Paul. 2004. *Archaeology Theories, Methods, and Practices*. London and New York: Thames and Hudson. Ch. 14
- Sullivan, Sharon. 1995. A Planning Model for the Management of Archaeological Sites. In De la Torre, Marta (Ed). *The Conservation of Archaeological Sites in the Mediterranean Region*. The Getty Conservation Institute, Los Angeles, California.
- Uribe Tobon, Carlos Alberto. 1990. *We, the Elder Brothers: Continuity and change among the Kággabba of the Sierra Nevada de Santa Marta, Colombia*. PhD diss., University of Pittsburgh. Ch. 1, 3, 4, 5 and Conclusion

#### **RECOMMENDED READINGS**

- Bakewell, Peter. 1997. *A History of Latin America*. Malden and Oxford: Blackwell. Ch. 1-3
- Lucas, Gavin. 2005. *The Archaeology of Time*. Themes in Archaeology, Julian Thomas, E.J. London and New York: Routledge. Ch.1-3