

# THE SONDOR BIOARCHAEOLOGY PROJECT, PERU

*Course ID: TBA (to be posted by December 15, 2017)*

*July 21 – August 18, 2018*

**FIELD SCHOOL DIRECTOR:**

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**INTRODUCTION**

The Sondor Bioarchaeology Project investigates the enigmatic fate of the Chanka society of ancient Peru. The Chanka emerged in the south-central Andean highlands around 1000 CE. Today, they are well known through Colonial-era documents and oral history as vicious warriors who were ultimately vanquished by the Inca Empire in the early 15th century. But what became of Chanka society after their spectacular defeat? This project, situated at Sondor, the premier Inca-Chanka site in the region, employs the full spectrum of bioarchaeological methods to reveal the biological and social consequences of "growing up Chanka" in the face of Inca imperial conquest.

**THE HISTORY OF SONDOR**

The history of Sondor begins during an era known as the Late Intermediate Period (1000-1400 CE). A range of overlapping social, political, and environmental changes characterized this dynamic period in prehistory. The fragmentation of the twin Wari and Tiwanaku empires spurred many of these transformations. Most notably, during this "dark age," local people experienced recurring warfare. The most convincing evidence for conflict is the rapid construction of defensible hilltop fortresses. Overlooking *Pacucha*, the largest freshwater laguna in the south-central Andes, one of the most breathtaking settlements in the region is known as Sondor. This majestic outpost was first occupied by a group of bellicose people known as the Chanka.

The Chanka originally constructed a village on the eastern ridge of Sondor beginning around 1080 CE. The village is a dense complex of circular stone houses; it was home to hundreds of families and several thousand people. There are no nearby water sources, and no evidence of investment in public works or

urban planning. The Chanka lived at the village out of sheer necessity. Sondor evinces defensive features including ramparts, walls, ditches, limited access points, lookouts, and weapon caches. Trauma frequencies on human remains from the surrounding area suggest violence directly impacted half the Chanka population; at least a third were cut down by lethal wounds. These signatures suggest serious concerns about community defense in the face of great insecurity.

In the early 15<sup>th</sup> century, life for people at Sondor changed dramatically as Inca imperial forces arrived from Cuzco. The motive for conquest was clear. As a principle settlement on the Royal Inca Road, Sondor would have been a crucial stop for administrators, bureaucrats, trade caravans, and armies. But securing victory was not easy. For the Inca and the Chanka were major rivals, and fought a war of attrition that lasted generations. Eventually, the Chanka were vanquished by the Cuzco-born Lord Pachacutic and his army. In fact, it was only upon defeating the Chanka that the Inca Empire came to be.

At Sondor, the Inca erected several intrusive buildings on the site's western ridge. Characteristic architecture includes patio enclosures, administrative building complexes, and mummy niches fashioned in finely pillowed Inca masonry. The ground is littered with classic Inca ceramics. Furthermore, in the late 1990's, and again in 2016, Peruvian archaeologists uncovered something unexpected: the skeletal remains of possible *capacochas*: ritually-sacrificed children.

### ***But what became of the Chanka?***

After the Inca-Chanka War, historical accounts become murky. Some chroniclers report that all the Chanka were massacred, while others assert that the entire society fled into the Amazon Jungle, never to be heard from again. Somewhat less spectacular accounts suggest that the Chanka willingly accepted Inca colonization and oversight. Still other sources suggest the Chanka were intentionally displaced to distant corners of the Inca Empire, while foreign populations were forcibly resettled to Sondor.

Archaeological evidence suggests the Chanka and the Inca could have co-existed at Sondor for around 150 years. But if so, then what was the nature of this relationship? Was Sondor's twilight characterized by Inca and Chanka cohabitation, or by the replacement (or displacement) of the Chanka by Inca victors?

We can address these issues using a bioarchaeological approach. In this study, we consider human skeletons our primary unit of analysis as they directly represent the congealed life history of a person; recording both the mundane and extraordinary activities of quotidian life—from the foods people ate, to where they migrated, to the diseases they endured and violence they suffered. These behaviors all leave unique, indelible marks on bone amenable to osteological and biogeochemical analysis. This project makes use of several intersecting data sets to reconstruct the experiences of people at Sondor.

### **ACADEMIC CREDIT UNITS & TRANSCRIPTS**

**Credit Units:** Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institutions prior to attending this field school.

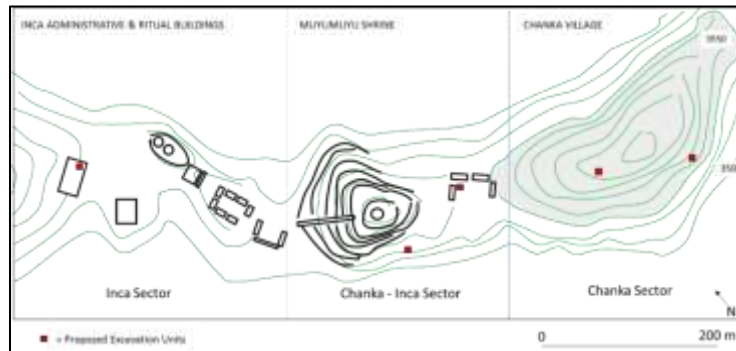
**Transcripts:** An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One additional transcript may be sent to the student's home institution at no additional cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

## PROJECT GOALS

Students will meet every weekday and divide their time equally between excavations at *Sondor* and detailed analysis of human and artifactual remains at our well-equipped lab facilities.

Phase 1: Excavations Our excavations are aimed at discerning A) how the lives of the Chanka at Sondor were impacted by Inca incursion, and B) how the lives of the Inca were impacted by living in the Chanka heartland. Addressing these questions requires us to recover skeletons that date to the eras both prior to, and after this culture clash. This task is feasible because the site has well-defined sectors.

During our excavations, we will place units in houses and small man-made caves: areas where the dead were buried. Our aim is to exhume, screen, and inventory all human remains and material culture; this is slow, meticulous work. Each unit will consist of 2-3 IFR participants, a unit supervisor, and a local field technician. Because deposits on Sondor are usually less than 50 cm below the surface, excavations will only require two work-weeks (10 days) for each session. In that time, we expect to recover a few dozen individuals and several thousand associated objects (i.e., ceramics, stone and bone tools, etc.).



*Sectors at Sondor and proposed areas of excavation*

Phase 2: Lab Analysis We will inventory and analyze everything we excavate—bones *and* artifacts—at the Field Research Station in Talavera. This comprehensive examination will employ standard archaeological, osteological and bio-geochemical techniques, and conform to specifications set by the Peruvian Ministry of Culture and the approved codes of ethical conduct established by our discipline.

Our first priority is the bone. Remains will likely be commingled and fragmentary. As such, we use a zonation method to ensure accurate MNI (minimum number of individual) counts. In addition to standard osteometrics, we will collect data on sex, age-at-death, pathological lesions indicative of disease, and trauma (broken bones). When appropriate, we will also record instances of cranial modification and trepanation (cranial surgery). This information will help us build a biological and cultural profile for each skeletal individual. Our other objective is to collect human and animal hard tissue samples for ancient DNA and isotopic analyses. This class of testing allows us to reconstruct ancient kin groups, diets, and migration patterns. Extractions are limited to specific parts of each skeleton, assuming those elements are in good condition. Teeth which are likely to retain genetic material will be removed for Y-STR and mtDNA amplification. Our isotopic approach centers on drilling dental enamel from the occlusal surface through the cemento-enamel junction. Due to consistent development and eruption rates, the material matrix of teeth can be used to infer diet and residence patterns throughout childhood. In contrast, bone is living tissue that continually regenerates, but at inconsistent rates. We will draw samples from femurii, mandibles, and ribs because these skeletal elements reflect diet and residence trends in the last 10-20, 5-10, and 2-5 years of life, respectively.

### DISCLAIMER – PLEASE READ CAREFULLY!

Field conditions are different than those you experience in your home or university. Bioarchaeology in the Andes is cold, physically exhausting, dirty, and tedious work. An important part of any field-based project is learning to deal with the circumstances at hand, and to make the best of a given situation with the tools available. This is not a summer vacation. We expect all members of our project to be patient, upbeat, flexible, and prepared.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director – as appropriate.

### COURSE OBJECTIVES

This course is designed to expose students to the broad range of anthropologically informed research.



*Apurimac is located in the heart of the Andes*

Team members will participate in excavations and laboratory analyses and learn how bioarchaeological data is collected and processed. Participants will learn how to interpret multiple data sets and test working hypotheses. By the end of the session, participants should be able to dig a unit and engage in comprehensive skeletal analysis.

To achieve these objectives, this course has two primary goals:

- (1) Provide a practical working knowledge of **bioarchaeological field methods**, including excavation, laboratory analysis, cataloging, and conservation;
- (2) Introduce the **intellectual challenges of bioarchaeological research**, including research design, the interpretation of data, and the continual refinement of hypotheses and field strategies with regard to information recovered in the field.

### COURSE PREREQUISITES

There are no prerequisites for this hands-on, experiential learning course. Team members will learn onsite how to conduct bioarchaeological research. Field and Lab work of this type involves physical labor and rustic living conditions, and thus requires a measure of patience and professionalism that is distinct from a typical university learning environment. Participants are required to come equipped with sufficient enthusiasm, a positive and entrepreneurial spirit, and adequate understanding of the challenges involved in this type of endeavor.

### COURSE SCHEDULE

For both lab and fieldwork, all participants follow the same daily schedule Monday through Friday. Lectures will be held Monday, Wednesday, and Friday mornings. All lectures will be given by the Project Director, Staff, and Visiting Scholars. Lab and field work will take place between 9 am and 3pm, with a 30 minute lunch break at noon. We process data until dinner, which is served at 7 pm. After dinner is free time. Socializing, reading, music, movies, table games, and bonfires are the main options for after-dinner entertainment. Weekends are for everyone's personal time. You may tour archaeological, historical, and natural sites in the valley. You can also visit the Sunday market, the third largest in the Andes

### GENERAL EXPECTATIONS

You have been accepted into this program because of your aim to contribute to bioarchaeological scholarship. Expectations are high. Those who do not meet their full potential will be put on notice.

Further disruptive conduct or behavioral problems will result in expulsion. No refund is provided.

**Ability to work in a team and maintain a positive attitude.** You will be part of a team in the lab and in the field, working with professionals expect you to work together as a unit. Excessive complaining, bad attitudes, tantrums, freak-outs, sluggish enthusiasm, and anger management problems are not tolerated. Bioarchaeology is not easy; be prepared for frustration, tedious assignments, and delays.

**Record Keeping.** Accurate and complete records must be kept for all materials. You are the first person in centuries to see and study the remains. Reliable registry and observation at every step of the process is the only way of saving this data for future analysis and interpretation. It is important to know what you saw and thought at the time, even if these remarks turn out to be off base later on.

## LEARNING OUTCOMES

Upon successful completion of the session, you will have the ability to:

- Learn how bioarchaeological data is collected in the field and the laboratory
- Develop the practical and analytical skills necessary for the interpretation of distinct data sets
- Apply standard excavation methods to bioarchaeological contexts
- Use standard recording techniques to document excavation results
- Undertake preliminary processing of bioarchaeological remains and artifacts
- Undertake preliminary skeletal analysis of human remains

## GRADING MATRIX

- 35%:** ACTIVE PARTICIPATION IN LECTURES, FIELDWORK & LAB WORK: You are expected to participate in all lectures, in excavation and mapping activities, and in all parts of lab training and analyses. Note that you will be part of a team and we expect you to work together. Bioarchaeology is hard work; you should expect meticulous assignments, slow, measured progress, and possible delays.
- 35%:** DATA COLLECTION AND RECORDING: You must keep a detailed notebook that will be submitted and evaluated at the end of the course. Accurate and complete records must be kept for all materials. Your analytic and cataloguing skills will be assessed by lab supervisors. Records should be complete, detailed, and comprehensive; figures, maps, and photographs must not be fuzzy.
- 5%** INTRO QUIZ (Day 2): This quiz will test your knowledge and understanding regarding Peruvian culture and gauge your understanding of project rules, expectations, and codes of conduct.
- 10%:** OSTEOLOGY QUIZ (one-hour long): This quiz will cover basic human osteology and skeletal element identification. You will be required to determine the age and sex for diagnostic bones and will be asked to identify skeletal markers which inform on disease and trauma.
- 10%:** BIOARCHAEOLOGY QUIZ (one-hour long): This quiz will cover how key methods can answer questions of anthropological significance. You will choose one domain (burial excavation, skeletal study, or mortuary analysis) to frame a discussion on approaches and limitations in data collection, and how variable patterning may support or disprove particular research hypotheses.
- 5%** COMMUNITY SERVICE PROJECT: At the end of Week 3, we will help refurbish some wonderful, but dilapidated community museums. This is a tangible way we support the local community.

**COORDINATION:** Our work is divided into two-week modules: a lab module (A) and a field module (B). to maintain ongoing excavation integrity and deter site looting. You will arrive in Andahuaylas on a Saturday and get settled and acclimated. Orientation and introductory lectures will begin on Monday.

### **Module A: Field Work at Sondor**

*Our excavations at Sondor will focus on the systematic excavation of domestic and mortuary contexts.*

<p>7 am – 8:30 am : Breakfast and Morning Lectures on M, W, F  9 am – 3 pm: Fieldwork (Excavation)  4 pm – 6 pm: Field Tutorials and Data Analysis</p>
<p><b>WEEK 1 LECTURES: CULTURE AND HISTORY OF THE ANDES</b>  Monday: Geography and Chronology in the Andes  Wednesday: Identifying Conquest and Colonization in the Archaeological Record  Friday: The Chanka Confederation, Inca Incursion, and Spanish Conquest  <i>Readings: Arkush and Tung, Bauer and Kellett., Sarmiento de Gamboa, Julien, Berg</i></p>
<p><b>WEEK 2 LECTURES: HUMAN SKELTAL ANATOMY AND OSTEOLOGY</b>  Monday: The Skull and Teeth  Wednesday: Bones of the Abdomen and Thorax  Friday: Arms, Legs, and other Appendages  <i>Readings: White and Folkens</i></p>
<p><b>Module B: Bioarchaeological Lab Analysis in Talavera</b>  <i>Our main task is the analysis of thousands of bones –many of them fragmentary—representing several hundred skeletal individuals. We will also collect samples for stable and radiogenic isotope analysis, ancient DNA, archaeometric dating, and x-ray fluorescence elemental analyses.</i></p>
<p>7 am – 8:45 am: Breakfast and Morning Lectures on M, W, F  9 am – 3 pm: Laboratory Work  4 pm – 6 pm: Lab Tutorials and Data Management</p>
<p><b>WEEK 3 LECTURES: BIOARCHAEOLOGICAL METHOD AND THEORY</b>  Monday: Age, Sex and Stature Determination in Paleodemography  Wednesday: Paleopathological Assessment of Disease and Trauma  Friday: Anthropogenic Manipulation: Cranial Modification and Trepanation  <i>Readings: Buikstra and Ubelaker, Walker, Lovell, Baca et al., Johnson</i></p>
<p><b>WEEK 4 LECTURES: THE BODY AS MATERIAL CULTURAL</b>  Monday: Isotopic and Compositional/Elemental Approaches  Wednesday: The Bioarcheology of Colonization: Migration, Diet, Health, and Violence  Friday: Reconstructing Life and Death through Osteobiography and Archaeoethanatology  <i>Readings: Turner et al., Hoshower et. al; Sandoval et. al, Kurin</i></p>

### TRAVEL AND MEETING POINT

You are responsible for making your own travel arrangements. Students will be met by project staff at the Ayacucho airport (AYP) at 4:00pm on June 21. Students will be met at the arrival area – look for a project staff member holding the sign “IFR Field School”. Ayacucho is served daily by domestic flights from Lima. Students are encouraged to buy one ticket from their departure home airport to Ayacucho as this will be the cheapest ticket available. There are many buses between Lima to Ayacucho and the trip takes about 12 hours. However, most of the road is a winding single lane highway and prone to accidents. We encourage students not to take the bus to and from Ayacucho but use flights.

We will meet you outside the Ayacucho airport, immediately after you exit baggage claim. *The airport is the designated meeting point.* From there chartered mini-bus will depart for Andahuaylas Province, about 4-5 hours away. If you are at all prone to motion sickness, stock up on Dramamine (called *gravol* in Peru). At the end of your session, the mini-bus will return participants to Ayacucho.

In the unlikely event of an emergency, you will take a taxi from the Ayacucho airport to *Hotel San Francisco De Paula* (Jiron Callao 290) [hee-rohn kah-yow dos-cientos-noventa], near the Plaza Mayor in Ayacucho. From there, contact Dr. Kurin. Please note that you will not be reimbursed for any expenses if



you fail to reach the meeting place at the scheduled arrival time (excluding airline delays, which are fairly common), or otherwise fail to meet staff due to your own actions.

### **ACCOMMODATIONS AT THE FIELD STATION**

Once in Andahuaylas, you will stay in our rustic Field Research Station in the town of Talavera (pop. 4,000). Conditions are basic and participants share accommodations. There is no central heat; it is always chilly indoors, so bring warm clothes. There is running water, but we do not guarantee that it will be plentiful, potable, or hot. Rolling blackouts may also occur. There are common areas for socializing and lab work. Modest amenities include electric showers, flush toilets, charcoal grill, guinea pig hutch, common kitchen, table games, fire pit, and lending library. Bedrooms are monastic and consist of bunks configured as doubles or triples. The project will provide you with a simple mattress and some warm llama wool and fleece blankets. *Bring earplugs and a sleeping mask if you are a light sleeper. You should bring a towel, a bed sheet, a sleeping bag and a crash pad for added comfort and a combination lock to further secure any personal items.* Nurse Olga's mini-clinic is on the third floor.

In the lab, most people work in jeans, cargo pants, sweatpants, or other comfortable clothes. Bring a long sleeve shirt and sweater or jacket. You may want a warm hat, fingerless gloves, and a thermos for tea or coffee. Plan accordingly if you enjoy listening to music while you work.

### **FIELD CONDITIONS IN ANDAHUAYLAS**

Andahuaylas is characterized by high altitude (10,000 feet) mountain valleys in a low-humidity, semi-arid setting at a subtropical latitude. It is extremely bright and sunny during the day with temperatures around 70 degrees Fahrenheit, but the wind picks up and the temperature plummets to the 40s at night. While excavating, you will be outdoors and in the sun. Think dirt and sweat. Biting flies are present in the area, and you could get scratches or blisters. You may be expected to walk several kilometers on any given weekday, carrying field gear, human remains, or other artifacts. There are no formal bathrooms at the site, so you should prepare yourself accordingly.

#### You must be aware of all the potential risks involved in archaeological field work in the Andes

##### *Common occurrences*

- Skin injuries (chafing, scratches, punctures)
- Fly bites, bee stings
- Exhaustion & general muscle fatigue
- Blisters on hands and feet
- Sunburn and mild dehydration
- Minor infections and diarrhea

##### *Rare occurrences*

- Sprained, luxated, or broken bones
- Long-lasting or serious GI problems
- Vehicular accidents
- Snake or spider bite
- Infectious disease
- interpersonal violence

### **STAYING HEALTHY**

Students and staff are expected to maintain a reasonable level of hygiene that befits communal living. Also, while precautions are taken, during your travels, you should expect mild bouts of stomach upset and possibly diarrhea. Over-the-counter remedies are adequate for most. For more serious infections, your medical provider may prescribe an antibiotic (i.e., Amoxicillin, Erythromycin) or something stronger (i.e., Metronidazole or Flagil).

The Field Station has a registered ER nurse on call 24/7 should you come down with something. If you have any conditions that require medications or treatments, or if a lack of treatment could result in you hurting yourself or others, you **must** inform Dr. Kurin in writing. If you have any special health needs, talk with your doctor. *You are ultimately responsible for your health status and treatment options.* While in Peru, you must monitor your wellbeing and decide whether or not your condition merits specialized care. You will be responsible for any medical costs. Doctors in Andahuaylas expect to be paid by you, in

cash. Check your usual provider's insurance requirements and bring your IFR-sponsored insurance card too. Understand their procedures for mitigating disasters abroad. For life-threatening emergencies, we will consult with medical professionals and may have to medevac you to Cuzco, Lima, or the USA.

The [Center for Disease Control](#) (CDC) recommends additional vaccines for travel to Peru. Visit your doctor for advice and immunizations. You should obtain all vaccinations at least 4-6 weeks before your trip to allow time for them to take effect. Some health insurance plans cover the cost of immunizations.

- *The CDC minimally recommends vaccinations against: **Typhoid** and **Hepatitis A***
- *Endemic malaria, yellow fever, and zika are extremely rare at high altitude*
- *You **must** inform project staff if you have previously contracted **dengue fever***

## MEALS

We provide plenty of basic, but nutritious food Monday through Friday. Breakfast consists of coffee, tea, evaporated milk, fruit, cereal, fresh baked bread, jams, butter, and oatmeal. Lunch consists of sandwiches with cookies and fruit. Dinners are on a set schedule. The main course will rotate, but is drawn from Peruvian highland cuisine which is heavily based on rice, corn, potatoes, legumes, pasta, and some animal protein such as eggs and chicken. The project will provide an abundant supply of purified drinking water. Electric kettles are used to boil water. Soft drinks, ramen noodles, and snacks can be purchased at local bodegas. Fresh juice and produce is available at the market. Those with specialized diets will find their options very limited and should be prepared to bring their own food down, or purchase items locally to supplement their diet.

- *We can't accommodate strict vegetarian, vegan, gluten-free, kosher or other specialty diets*
- *You are responsible for all meals on Saturday and Sunday.*

The Field Station charcoal grill and kitchen is available should you decide to cook at home. There is a stove, storage shelves, gadgets, and a small refrigerator available use. You are required to wash your own dishes, flatware, and coffee/tea mugs.

## WHAT TO BRING:

Consider that anything you bring down could be LOST, BROKEN, and STOLEN, so plan accordingly.

- If you bring a tablet or laptop, back-up all your files.
- If you bring a digital camera, download your photos before you come to Peru.
- Don't bring expensive jewelry or ostentatious accessories.
- Check if your insurance company covers loss or theft of property.
- Make copies of your passport and leave one with a trusted relative.

*Clothing and Sleeping* Bring enough clothes so that you can go one week without laundry. Try to pack as light as possible. If you won't wear it more than 3 times, don't bring it. Think layers; prepare for the cold.

### Required Gear:

- |                            |                             |                         |
|----------------------------|-----------------------------|-------------------------|
| o 1 pair jeans/ work pants | o underwear/bra/etc.        | o Hiking shoes          |
| o 1 pair comfy pants       | o Warm socks                | o House shoes           |
| o 2 tanks/t-shirts         | o Brimmed hat/ baseball cap | o Towel and bed sheets  |
| o 2 long sleeve shirts     | o Warm hat and gloves       | o Eye-mask and earplugs |
| o 1 sweater or sweatshirt  | o Warm/down fleece/jacket   | o Backpack              |
| o 2 long johns             | o Sleeping bag & crash pad  | o Flashlight/ headlamp  |

### Recommended Gear:

- |                         |              |                   |
|-------------------------|--------------|-------------------|
| o Water bottle /thermos | o Sunglasses | o tablet/speakers |
|-------------------------|--------------|-------------------|



- o Digital SLR Camera
- o Extra batteries
- o Transformer
- o Pocketknife
- o USB memory sticks
- o Rain poncho
- o A bathing suit
- o Bandana
- o Your favorite snacks

**Suggested Toiletry/First Aid Gear:**

You may choose to bring all basic toiletries and supplies with you (i.e. prescription drugs, over-the-counter medications, contact lens solutions, tampons, sunscreen, etc.) as brands sold in Peru are often different, and you can't always get what you want.

- o Hair brush
- o Toothbrush & Floss
- o Toothpaste
- o Sunscreen
- o Shampoo
- o Deodorant
- o Tampons/Pads
- o Hand Sanitizer
- o Eyeglasses/contacts
- o Tylenol/Asprin, etc.
- o Anti-itch cream/Neosporin
- o Pepto Bismol/Immodium
- o Travel Pack Tissues
- o Baby Wipes
- o Antibiotics

**Suggested Bioarchaeological Equipment -- Store gear in a plastic art supply storage box/tackle box**

- Wide & fine paint brushes
- Engineers' ruler (metric)
- Sliding caliper
- Nitrile Gloves
- Jeweler's loupe
- small dissecting kit
- kneeling/knee pads
- Field Notebook
- Mechanical pencils
- Clear nail polish
- Disposable face masks
- Photo scale
- Post-it notes
- Aluminum foil
- Fine/ extra fine Sharpies
- Storage Clipboard
- Sample bags
- Eye protection
- Marshalltown Trowel
- duct tape
- flex grip work gloves

**REQUIRED TEXTBOOKS:**

*Desk copies are available at the Field Station*

White, TD and PA Folkens. 2005. The human bone manual. Academic Press, 2005.

OR WHITE'S HUMAN OSTEOLOGY

Buikstra, JE and DH Ubelaker, D. H. 1994. Standards for data collection from human skeletal remains. Fayetteville: Arkansas Archeological Survey.

**REQUIRED READINGS:**

*Readings are available to students as PDF files*

Arkush EN and TA Tung. 2013. Patterns of war in the Andes from the Archaic to the Late Horizon: Insights from settlement patterns and cranial trauma. *Journal of Archaeological Research* 21: 307-369.

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- Lovell, N. 1997. Trauma analysis in paleopathology. *Yearbook of Phys Anth.* 40:139-170.
- Hoshower et. al. 1995. Artificial cranial deformation at the Omo 10 site: A Tiwanaku complex from the Moquegua Valley, Peru. *Latin American Antiquity.* 6(2):145-164
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- Turner, BL; GD Kamenov, JD Kingston, GJ Armelagos. 2009. Insights into immigration and social class at Machu Picchu, Peru based on oxygen, strontium, and lead isotopic analysis. *Journal of Archaeological Science.* 36(2):317-332.
- Walker, PL. 2001. A bioarchaeological perspective on the history of violence. *Annual Review of Anropology.* 30:573-596.

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- Moseley, M. 1999. The Incas and their ancestors. Cambridge: Cambridge U Press.
- Ortner, DJ. 2003. Identification of pathological conditions in human skeletal remains. Amsterdam: Academic Press. Galloway, A. 1999. Broken bones: anthropological analysis of blunt force trauma. New York: Charles C Thomas Press.
- Schreiber, KJ. 1987. Conquest and consolidation: a comparison of Wari and Inca occupations of a highland Peruvian valley. *American Antiquity.* 52:266-284.
- Skar, H. 1982. The warm valley people. Duality and land reform among the Quechua Indians of highland Peru. *Oslo Studies in Social Anthropology* No. 2. Oslo: Universitetsforlaget.
- Tung, TA. 2007. Trauma and violence in the Wari Empire of the Peruvian Andes: warfare, raids, and ritual violence. *American J of Physical Anthropology.* 133:941-956.