



# THE BICOL ARCHAEOLOGICAL PROJECT, PHILIPPINES

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

*June 25-July 22, 2018*

## DIRECTOR:

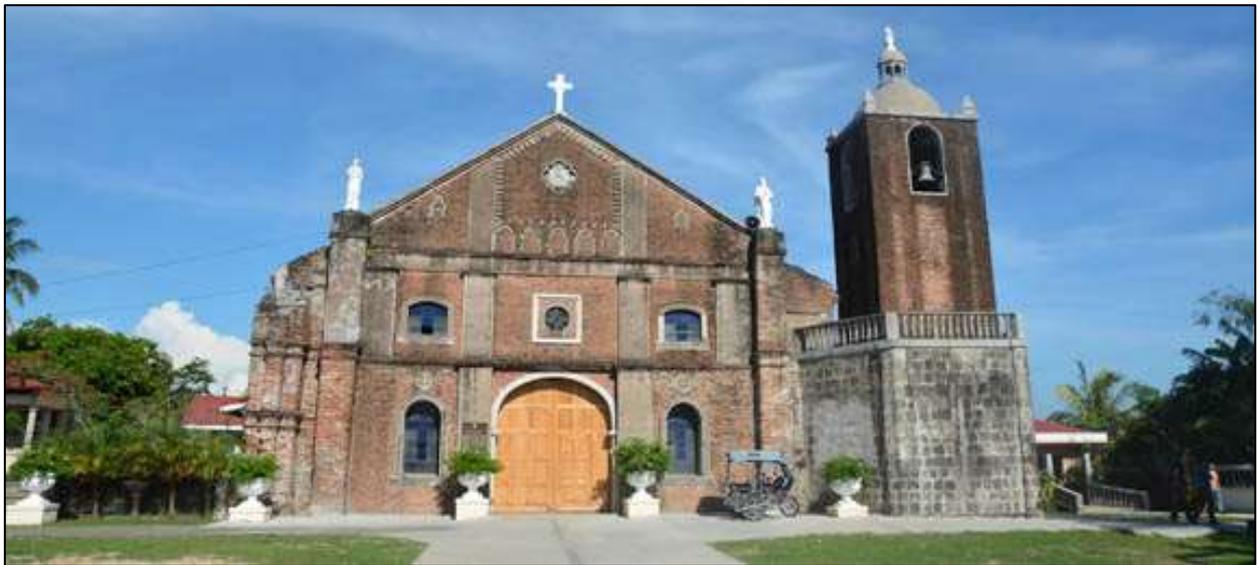
**Dr. Stephen Acabado**, UCLA ([acabado@anthro.ucla.edu](mailto:acabado@anthro.ucla.edu))

## CO-DIRECTORS:

**Dr. Zandro Villanueva**, Makati Museum, [zandrovillanueva@gmail.com](mailto:zandrovillanueva@gmail.com)

**Dr. Adam Lauer**, International Archaeological Research Institute, [adam.lauer@gmail.com](mailto:adam.lauer@gmail.com)

**Dr. Francisco Datar**, University of the Philippines, [sirkiks@yahoo.com](mailto:sirkiks@yahoo.com)



## INTRODUCTION

Ferdinand Magellan claimed the Philippines for the Spanish Empire in 1521, but it was not until 1565 that Miguel Lopez de Legazpi formally established the Spanish colonial administration in Las Islas Filipinas. The establishment of the colonial government was a result of the discovery of a safe trans-Pacific passage between New Spain (Mexico) and the Philippines. The initial colonial capital was established in Cebu City (Cebu Island, Central Philippines) but due to limited resources and the news of gold mines in the island of Luzon, Legazpi moved the capital to Manila in 1571 where they constructed the walled city of Intramuros. Within five years of moving to Manila, the Spanish were able to conquer most of the Philippines – except for the Muslim South and the highlands of the Central Cordillera.

According to dominant historical narratives, the conquest was swift and relatively bloodless. Owing to the fragmented political entities, indigenous populations did not stand a chance against the might of the Spanish Armada and their mercenaries. Acabado's and colleagues' studies in the Central Cordillera, however, refute this assertion. Our archaeological, ethnohistoric, and ethnographic investigations in the Ifugao IFR Field School (2014-2016) suggest that indigenous groups in the region consolidated their economic and political resources, which allowed them to successfully resist Spanish conquest.

Polities in the lowland Philippines were subjugated within two years of the initial contact. In particular, Bicol Region (Southern Luzon) polities were conquered by 1573 and one of the earliest Catholic Archdioceses in the Philippines was established in the region. According to Spanish documents, the Bicol Region possessed enormous tracts of irrigated rice agriculture that supported large villages –

villages that were populated by “the fiercest warriors” that the Spanish encountered in the islands so far. It is worth noting that, according to Spanish sources, the Bicol Region is one of the only two regions that had irrigated rice agriculture at the time of Spanish contact, which suggests a sociopolitical structure adapted to intensive cultivation as well as political mechanisms that would have allowed them to resist conquest. However, these polities collapsed and subsequently conquered by the Spanish in 1573.

This research aims to understand the environmental, economical, and sociopolitical transformations after the conquest by utilizing archaeological datasets. We hypothesize that the conquest was swift because Bicol polities were unable to forge alliances – as opposed to what transpired in the highlands – and thus, susceptible to the divide-and-conquer strategy that that Spanish instituted. However, we argue that liaising with the Spanish was a conscious decision for these polities; the Bicol polities were aware that cooperating with the Spanish meant that they would have the ability to fight off rival groups. In fact, the Spanish maintained the power of local elites to facilitate this process. Eventually, however, the conquerors united these polities within the colonial realm through the policy of *reducción* – thus disempowering local institutions. Furthermore, we contend that even though Bicol populations were resettled in centralized towns and cities (*reducción* policy), they continued to practice indigenous lifeways even when they were under the Spanish influence. As such, colonialism would have disrupted local patterns, but also provided space for new ones.

To determine the impacts of Spanish colonialism on Philippine lowland populations, the 2018 Bicol Archaeological Project (BAP) focuses on two sites in the province of Camarines Sur-- the Old Cemetery, Camaligan and *Old Quipayo Church*, built in 1573, in Calabanga. The BAP’s primary research goals are: 1) to document lowland political and economic responses to colonialism by looking at human burial practices (under the supervision of osteologists Dr. Datar and Dr. Lauer); 2) to determine subsistence shifts and health and diet by examining botanical, faunal, and human skeletal remains recovered from Camaligan and Quipayo sites; and, 3) to investigate the process of increasing social differentiation through the examination of exotic goods. In addition, the BAP will also conduct a region-wide reconnaissance survey of known and reported sites during the first week of the field season. The latter allows students to acquire survey training and recording archaeological sites, and at the same time, provide a larger picture of the archaeological record of the Bicol Region.

Students participating in the four-week field school will learn how to conduct archaeological field research; share the results of their studies by writing research papers and doing public presentations; and, by actively being involved in public outreach activities. The field season will be divided into blocks of activities, geared toward achieving the goals of the project. Activities include participation in site survey, surface mapping, mortuary and shell midden excavations, processing of artifacts while in the field, and laboratory analyses. Lectures and discussions will be held every evening to guide students to complete their research projects.

#### 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>.

## **COURSE DESCRIPTION**

This is a field methods class held in an urban setting, requiring students to learn, live and work together as a group while they learn field methods and contribute to the success of a long-term archaeological research project. All students are expected to do their share of camp chores as part of their participation in this class.

### **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. During the day, temperatures under the shadow fluctuate between 80°-90°F and may be significantly hotter under the sun. Humidity is high and some mosquitoes and/or flies may be close to the excavation area. To be protected from sunburn and/or insects, students will not be allowed to work in shorts or tank tops at the site. Students will have to strictly follow supervisors' instructions at all times

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**

Upon successful completion of this course, students should be able to (1) recognize the role of humans in manipulating and altering social polities through time; (2) demonstrate the ability to recognize, map and excavate mortuary and shell midden features; (3) acquire knowledge for recording archaeological sites; and (4) effectively communicate details of the archaeological record as it relates to human material culture and context.

### **Students will learn:**

- Use of GPS in field survey
- Identifying artifacts and ecofacts
- Identifying features and sites
- Documenting archaeological sites
- Approaches to colonial archaeology
- Bioarchaeological field and laboratory methods
- Site survey techniques
- Soil classification and description
- Artifacts, feature and site sketching
- Field analysis of common artifacts types
- Scientific field photography
- Field map-making using plane table and total station
- Lab and cataloging methods

## **PREREQUISITES**

There are no prerequisites for participation in this field school. This is hands-on, experiential learning and students will study on-site how to conduct archaeological research. Archaeology involves physical work and exposure to the elements and thus, requires a measure of acceptance that this will not be the typical university learning environment. You will get sweaty, tired and have to work in the outdoors. Students are required to come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work – in the sun, on your feet, and with your trowel.

## **GRADING MATRIX**

- 50%:** Attend and participate each scheduled day, including lecture and field and laboratory work
- 30%:** Keep a field notebook that will be submitted and evaluated at the end of the course

**10%:** An exam taken at the end of the first week of field school, testing students on required readings and initial formal lectures.

**10%:** Participate in daily reports of research activities to the group

Letter grades will be assigned according to the following percentages/breakdown:

Percent	Letter Grade
97-100	A+
94 - 96	A
90 - 93	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
67 - 69	D+
63 - 66	D
60 - 62	D-
< 60	F

### **FIELD AND LABORATORY TRAINING**

This course will take place primarily in the field to maximize hands-on practical training and experience. Lectures, discussions, and demonstrations will augment the field and laboratory activities and provide relevant contexts for learning the course objectives.

### **FIELD JOURNAL**

Each student will develop a field journal to document her/his daily activities and archaeological findings. The journals will also provide a record of field trips, guest lectures, readings, and other field school activities. Field journals are a standard practice in archaeological fieldwork and students will be provided with guidelines to organize these records.

### **CREW PROJECTS & PRESENTATIONS**

Students will be divided into several research crews. Each group/crew will undertake a research project relevant to the sites and archaeological materials recovered. During the last week of the field school, each group will deliver a formal Power Point presentation that will summarize their study.

### **TRAVEL & MEETING POINT**

Field school participants are expected to be in Manila on or before 12PM on Monday, June 25<sup>th</sup>, 2018. Students arriving either on June 24<sup>th</sup> and 25<sup>th</sup> will be met by project staff at the Manila International Airport (MNL). Students who arrived earlier, the meeting place will be at the Red Planet Hotel Aseana City (<http://bit.ly/2zKhTKN>). Room and board, starting June 25<sup>th</sup> will be covered by the project.

If you missed your connection or your flight is delayed, please call, text or email the project director immediately. A local cell phone number for emergency contact will be provided to all enrolled students.

We will travel to Bicol by bus on the morning of June 26. We will return to Manila by bus on July 21. Students should plan onward travel or flights back home for anytime on July 22

## ACCOMMODATIONS

Students will live in comfortable, but modest, field house in the city of Naga, Bicol, and will be provided with hotel lodging while in Manila. Conditions at the field house are basic and hot water is not always guaranteed. Students will likely sleep on bunk beds or on mattresses on the floor and will share large communal rooms.

All meals will be communal events and will provide plenty of nutritious but basic food in the tradition of local cuisine. The daily diet in Bicol is heavily based on rice and meat (pork and chicken). Specialized diets (vegan, kosher, etc.) are available, but could sometimes be difficult to maintain in this location. Vegetarian diet is also available in the location.

## COURSE SCHEDULE

Period	Topics/Activities	Readings	Location
June 25	Manila arrival; Rendezvous day		Red Planet Hotel Aseana
June 26	Bus to Naga City @7am		Manila
June 26 PM	Orientation		Naga City
June 27- July 30	Site Surveys: Camarines Sur Sites		
July 1	Rest day		Naga
July 2-7	Sites: Camaligan and Quipayo: Site Mapping and Excavations Evening Lectures: Research and Archaeology  Introduction to survey and mapping Research Design	Burke et al. 2009. The Archaeologist's Field Handbook (Preparing for Fieldwork) Shafer 1997. Goals of Archaeological Investigations Wilkie 2014. Strung out on Archaeology (The Archaeological Mindset: As a Way of Asking Questions) Napton et al. 1997. Archaeological Mapping, Site Grids, and Surveying. Shafer. Research Design and Sampling Techniques Feder. Site Survey Requirement: Develop a Research Design	Naga
July 8	Rest day		
July 9-14	Con't: Excavations Evening Lectures Philippine Archaeology Southeast Asian Archaeology Bicol Archaeology  Archaeological Fieldwork  Stratigraphy and Excavations	Bacus, E. 2004. The Archaeology of the Philippine Archipelago  Bellwood, P. and I. Glover. 2004. Southeast Asia: Foundations for an Archaeological History  Ragragio, Andrea Malaya M. 2012. <i>Archaeology and Emerging Kabikolan</i> . The University of the Philippines Press, Diliman, Quezon City.  Flannery, K. 1982. The Golden Marshalltown	

	Excavation and Analysis of Human Remains	Hester 1997. Methods of Excavation Adams and Valdez. Stratigraphy. Powell et al. 1997. Excavation and Analysis of Human Remains	
July 15	Rest Day		
June 26-July 12: Excavations			
July 16-17	Back Fill Evening Lectures: Archaeological Photography  Handling and Conservation of Artifacts in the Field	Shafer 1997. Archaeological Field Photography Hester 1997. The Handling and Conservation of Artifacts in the Field	Field Site
July 18-19	Laboratory Processing, Analysis; Research Paper-writing  Evening Lectures: Data Preservation Basic Approaches in Archaeological Faunal Analysis	Feder 1997. Data Preservation: Recording and Collecting  Baker et al. 1997. Basic Approaches in Archaeological Faunal Analysis.	Field Site
July 20: Community Presentations			
July 21	Bus back to Manila		
July 22	Home sweet home		

### REQUIRED READINGS

The readings listed below will be posted on-line for students to access in advance of the project.

Acabado, Stephen. 2017. The Archaeology of Pericolonialism: Responses of the "Unconquered" to Spanish Conquest and Colonialism in Ifugao, Philippines. *International Journal of Historical Archaeology*, 21:1-26.

Lapeña, Q. and S.B. Acabado. 2017. Resistance through Rituals: The Role of Philippine "Native Pig" (*Sus scrofa*) in Ifugao Feasting and Socio-political Organization. *Journal of Archaeological Science: Reports* 13: 583-594.

Adams, R. and F. Valdez. 1997. Stratigraphy, Chapter 10, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, Ca.: Mayfield Publishing.

Bacus, E. 2004. The Archaeology of the Philippine Archipelago. In *Southeast Asia from Prehistory to History*, I. Glover and P. Bellwood (eds), pp. 257-281, New York: RoutledgeCurzon.

Baker, B. et al. 1997. Basic approaches in archaeological faunal analysis. Chapter 12, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, Ca.: Mayfield Publishing.

Bellwood, P. and I. Glover. 2004 Southeast Asia: Foundations for an Archaeological History. In *Southeast Asia: From Prehistory to History*, edited by I. Glover and P. Bellwood, pp. 4-20. RoutledgeCurzon, New York.

Feder, L. 1997. Site Survey, Chapter 4, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, Ca.: Mayfield Publishing.

Feder, L. 1997. Data Preservation, Chapter 6, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, Ca.: Mayfield Publishing.

Flannery, K. 1982. The Golden Marshalltown: A Parable for the Archaeology of the 1980s. *American Anthropologist* 84:2: 265-278.

Hester, T. 1997. Methods of Excavation, Chapter 5, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, Ca.: Mayfield Publishing.

Hester, T. 1997. Handling and conservation of artifacts in the field, Chapter 7, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, CA: Mayfield Publishing.

Hester, T. 1997. Chronological Methods, Chapter 13, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, Ca.: Mayfield Publishing.

Napton, L.K et. al. 1997. Archaeological Mapping, Site Grids, and Surveying, Chapter 9, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, Ca.: Mayfield Publishing.

Powell, J. et al. 1997. Excavation and Analysis of Human Remains, Chapter 11, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, Ca.: Mayfield Publishing.

Ragragio, Andrea Malaya M. 2012. *Archaeology and Emerging Kabikolan*. The University of the Philippines Press, Diliman, Quezon City.

Shafer, H. 1997. Research Design and Sampling Techniques, Chapter 3, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, CA: Mayfield Publishing.

Shafer, H. 1997. Archaeological Field Photography, Chapter 8, Field Methods in Archaeology. T. Hester, H. Shafer, and K. Ferder (ed). Mountain View, CA: Mayfield Publishing.