



# THE CORRAL REDONDO PROJECT, PERU

*(Module 1: Archaeology; Module 2: Conservation)*

**Course ID: ARCH 315i**

**July 22-August 18, 2018**

## FIELD SCHOOL DIRECTORS:

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## INTRODUCTION

In January of 1943, workmen at the Churunga Valley (southern Peru) discovered Wari and Inca objects at Corral Redondo, located near the village of La Victoria. The finds included imperial Wari face-neck jars, dozens of spectacular Wari feathered textiles, silver Inca objects and high-end Inca ceramics, miniatures and textiles. The site, supported by a low wall and located at the confluence of two rivers in an area rich with silver and gold mines, was likely a *huaca* – a sacred Andean site. The nature of the recovered objects suggests that the site functioned as a *capachocha*, an important ritual location where high-end objects were interred as part of elite ceremonies. This alone makes Corral Redondo an important site. The fact that such valuable objects were interred at the site over an extended period of time (Middle Horizon to the Late Horizon, AD 600-1550) suggests that Corral Redondo was remembered for centuries as a potent ceremonial location – an extremely rare occurrence in the Andes.

Why was Corral Redondo so important? Why did its significance continued over such a long time? Was the site also important before the Wari arrived? Was the site also of ritual importance during the Late Intermediate Period (AD 1000-1450)? If so, what was its material manifestation? These are only some of the questions that the Corral Redondo project will try to answer through two central activities: stratigraphic excavation of the site and a regional survey aimed at understanding the spatial and temporal relationships between Corral Redondo and its environs.

Although over 70 years passed since the first discovery of ancient objects at Corral Redondo and their removal to museums in Lima and Arequipa, the community at Iquipi did not forget the site. Today, the

head master of the local school reserves a room for objects collected in the valley, hoping to instill pride in the indigenous cultural heritage of the kids and their families. So this project will not only excavate the local heritage, will also work with the community to create a local museum. Objects recovered at Corral Redondo will stay in the village and become part of a reinvigorated local museum, catering to the community and their sense of local identity.

Corral Redondo was excavated and the repeatedly looted since the initial finds were discovered in 1943. Surface survey suggests, however, that there are still intact parts. These will be the focus this project and artifacts and archaeological evidence is expected to shed light on the function and of the site and its cultural role through the years.

In addition to archaeological field work, this field school will engage in immediate conservation work and museum development. Project staff includes field archaeologists and professional conservators and museum experts. Our goal is to generate knowledge based on material culture and work closely with the community to display and embed this in the local school curriculum. To that end, there will be two modules for this field school. The first will focus primarily on archaeology field work. The second will focus primarily on object conservation. While students in both modules will engage in research, students will have to choose one of the modules and follow through this field school.

#### **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 OBJECTIVES**

The course has five primary objective: (1) teach students how to conduct archaeological excavations at an ancient Andean site; (2) allow students to learn how pedestrian survey in mountainous terrain is carried out; (3) expose students to field conservation work; (4) provide students with opportunities to work with and engage with the local community, helping to develop cultural appreciation; and finally (5) enable students to learn how archaeological data is recorded, analyzed and studied in a field laboratory. Our overarching goal is for students to develop the practical and analytical skills necessary for the interpretation of multiple and different archaeological data sets for both scholarly and local communities.

#### **PREREQUISITES**

There are no prerequisites to participate in this field school. This is hands-on, experiential learning, and students will study onsite how to conduct field, laboratory, conservation and laboratory research.

#### **EXPECTATIONS**

Students are expected to follow all project guidelines and policies throughout the duration of the field

school. As representatives of the international archaeological community, students will follow all Peruvian laws, show respect for local communities and citizens, and conduct themselves in a civil and responsible manner when dealing with archaeological resources and their fellow field school participants and staff. Students should bring any issues or concerns that may impact their ability to participate in required activities or their overall performance to the attention of field school staff promptly.

#### **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 at a typical coastal valley environment in South America. During the day, temperatures under the shadow may fluctuate between 70<sup>0</sup>-80<sup>0</sup>F. However, under the sun they may reach 80<sup>0</sup>-95<sup>0</sup>F. Humidity is relatively low and some mosquitoes and/or flies may be close to the excavation area. To be protected from sunburn and/or insects you will not be allowed to work in shorts or tank tops at the site.

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

#### **LEARNING OUTCOMES**

Students participating in this program will learn multiple skills. Skills learned will depend on student aptitude and preferences during the project and may depend on student choice to focus on particular module of the project: field archaeology or field conservation. All students will be engaged in museology work and interactions with the local community.

Learning outcome Module 1 (Archaeology trek):

- How to identify the major cultural traditions of the region through material culture – at a minimum will know how to identify Wari and Inca artifacts.
- How to properly conduct archaeological excavation.
- How to record archaeological artifacts and enter into a project-wide database.
- How to document excavations and survey activities using digital methods (GPS and/or Total Station).
- How to create and operate a basic museum facility.

Learning outcome Module 2 (Conservation trek):

- How to identify the major cultural traditions of the region through material culture – at a minimum will know how to identify Wari and Inca artifacts.
- How to provide basic conservation support to archaeological artifacts and features.
- How to identify basic materials from which archaeological artifacts are made of and how to provide field stabilization
- How to create and operate a basic museum facility.

#### **GRADING MATRIX**

Students are expected to contribute to weekly discussions and participate in all field school activities. Final grades for both modules will be based on the following criteria:

- 10%: Discussions based on readings
- 10%: Written reflections on cultural heritage sites and the impact of archaeology on small communities
- 45%: Active participation in the field school

- 15%: Written exam at the end of the season (will evaluate interpretation of readings, concepts, and thinking skills based on the field experience)
- 20%: Field journal

### **TRAVEL & MEETING POINT**

Students will be met at the Arequipa airport (AQP) on the first day of the field school by project staff members. It is highly recommended that students fly to Arequipa and **not take the bus** from Lima as the Panamericana highway is notorious for its many traffic accidents.

If your flight is delayed or you miss your connection, please contact Dr. Maria Cecilia Lozada immediately via phone or email. Dr. Lozada local cell phone number and contact information will be provided to enrolled students.

### **VISA REQUIREMENTS**

US Citizens must have a valid passport and evidence of return or onward travel to enter and depart Peru. Travelers entering Peru on a U.S. passport receive a card and an entry stamp from Peruvian Immigration upon arrival stating the length of approved stay (usually 90 days). Extensions are not available, and overstays will result in fines. It is imperative that all travelers entering Peru – especially those crossing at a land border – obtain an entry stamp from Peruvian immigration authorities at the time and place of entry. Travelers without an entry stamp will not be allowed to exit the country. Immigration authorities often insist that travelers must return to the point of entry in order to obtain the stamp.

Citizens of other countries are asked to check the Peruvian Embassy website page at their home country for specific visa requirement.

### **ACCOMMODATIONS**

During the initial days of the program, students will reside at the La Casa de mi Abuela ([lacasademiabuela.com](http://lacasademiabuela.com)) hotel in Arequipa. From there, the team will travel to Iquipi at the Churunga Valley, where field work will take place. At Iquipi, students will stay at a house rented by the project that will have common rooms and clean, but rustic and basic facilities. Beds are provided but students are responsible for linen or may use sleeping bags.

All weekday meals are provided by the project and will be communal events. Meals will provide plenty of nutritious but basic food in the tradition of local cuisine. The daily diet in Peru is heavily based on rice, corn, potatoes and meat. Specialized diets (vegan, kosher, etc.) are impossible to maintain in this location. Vegetarians may attend but will find options limited.

### **COMMUNITY OUTREACH**

Public education and outreach will be an integral part of this archaeological project. The goals of outreach are to gain the public's support for preserving the archaeological record, to explain to the public how archaeology helps shed light on past cultures and the present, and to share with the public current archaeological interpretations of the past. This project will help redevelop the small museum presently existing at the local school. Museum development work, including object conservation, interpretation, and display are part of this field school and students will take part in such activities. While Spanish is not a pre-requisite for such work, being open to cultures other than your own, to different ways of thinking of and interpreting the world is vital. Students are expected to learn as much from the local community tradition, heritage, ideology and social structure as from the archaeology itself.

### **COURSE SCHEDULE**

## Week 1

### Archaeology Module

Monday

**Morning:** Introduction to Peru and problem solving workshop

**Afternoon:** Overview of Archaeological Expeditions in Peru

Required readings: Shimada and Vega-Centeno 2011; Moser et al 2002

Tuesday

**Morning:** Introduction to Wari and Inca and research goals of the Corral Redondo Archaeological Project

Required readings:

King 2013, 2016; Hiltunen & McEwan 2004; Isbell 2010; Moore 2014

**Afternoon:** Transfer to Iquipi

Wednesday

**Morning:** *Pago* (blessing ceremony) at Corral Redondo

**Afternoon:** Basics of excavation & survey techniques in field house

**Evening:** Intro to Museum studies

Required Readings:

Burcaw 1997, Kreps 2009, Schorch & Arapata 2014

Thursday

**Morning:** Survey and excavation work

**Afternoon:** Basics of archaeological lab work

Friday

**Morning:** Survey and excavation work

**Afternoon:** Archaeology lab work

Saturday

**Morning:** Survey and excavation work

**Afternoon:** Transfer to Camana for the weekend.

Sunday

**Afternoon:** 3:00 pm Transfer to Iquipi

### **Weeks 2-4**

Continued excavation and survey research

### Conservation Module

Monday

Together with Archaeology Module students

**Morning:** Introduction to field conservation

Required Readings:

Davidson et al 2006; Raphael 2005; Sease 1992; Schindelholz 2001

**Afternoon:** Transfer to Iquipi

Wednesday

**Morning:** *Pago* (blessing ceremony) at Corral Redondo

**Afternoon:** Basics of excavation & survey techniques in field house

**Evening:** Intro to Museum studies

Required Readings:

Burcaw 1997, Kreps 2009, Schorch & Arapata 2014

Thursday

**Morning:** Survey and excavation work

**Afternoon:** Basics of field conservation lab work

Friday

**Morning:** Survey and excavation work

**Afternoon:** Conservation lab work

**Morning:** Conservation lab work

**Afternoon:** Transfer to Camana for the weekend.

Sunday

**Afternoon:** 3:00 pm Transfer to Iquipi

### **Weeks 2-4**

Continued conservation work

## EQUIPMENT LIST

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:

- 2 pairs jeans/ work pants
- 1 pair comfy pants
- 2 tanks/t-shirts
- 2 long sleeve shirts
- 1 sweater or sweatshirt
- Plenty of underwear/bra/etc.
- Warm socks
- Wide brimmed hat
- Warm down fleece or jacket
- Sleeping bag
- Hiking shoes
- House shoes
- Towel and bed sheets
- Eye-mask and earplugs
- Backpack
- Flashlight/ headlamp
- Sunscreen
- Any medication you may need and prescription medication to last for the duration of the field school
- Pointing Trowel - 5" x 2"
- Sun glasses with UV protection
- Insect repellent
- Clip board – hard plastic boards are the best
- Pencils – mechanical pencil with 0.7mm point are strongly recommended.
- Hard cover writing book for your journal entries. We will collect these at the end of the season and will return them after grading.

### REQUIRED READINGS

All readings will be made available to students for download through a shared Dropbox folder. Please bring a printed or electronic copy of each item with you to Peru, as copies will not be available in the field.

Arnold, Denise Y., and Elvira Espejo

2012 Andean Weaving Instruments for Textile Planning: The Waraña Coloured Thread-wrapped Rods and Their Pendant Cords. *INDIANA*, 29: 173-200.

Burcaw, G. Ellis

1997 *Introduction to Museum Work*. Walnut Creek: Altamira Press. Pp. 13-120

- Davidson, Amy, Samantha Alderson and Marylin Fox  
 2006 Assembling and Archival Marking Kit for Paleontological Specimens. Poster presented at the 66th Annual Society of Vertebrate Paleontology Meeting, Oct 2006, Ottawa, Canada.  
[http://vertpaleo.org/For-Members/Preparators-Resources/Preparators-Resources-PDF-files/Davidson\\_et\\_al\\_2006.aspx](http://vertpaleo.org/For-Members/Preparators-Resources/Preparators-Resources-PDF-files/Davidson_et_al_2006.aspx)
- Elder, Ann, Scott Madsen, Gregory Brown, Carrie, Herbel, Chris Collins, Sarah Whelan, Cathy Wenz, Samantha Alderson and Lisa Kronthal  
 1997 Adhesives and Consolidants in Geological and Paleontological Conservation: A Wall Chart. SPNHC Leaflets, Vol. 1 No. 2. [http://www.spnhc.org/media/assets/leaflet2\\_descrip.pdf](http://www.spnhc.org/media/assets/leaflet2_descrip.pdf) and [http://www.spnhc.org/media/assets/leaflet2\\_chart.pdf](http://www.spnhc.org/media/assets/leaflet2_chart.pdf)
- Hiltunen, Juha, and Gordon F. McEwan  
 2004 Knowing the Inca Past. In *Andean Archaeology*. Silverman, Helaine (ed.). Blackwell Studies in Global Archaeology. London: Blackwell Publishing. Pp. 255-279.
- King, Heidi  
 2013 "The Wari Feathered Panels from Corral Redondo, Churunga Valley: A Re-Examination of Context". *Nawpa Pacha* 35(1):23-42.  
 2016 "Further Notes on Corral Redondo, Churunga Valley". *Nawpa Pacha* 36(2):95-109.
- Kreps, Christina  
 2009 "Indigenous curation, museums, and intangible cultural heritage." *Intangible heritage*. Pp 193-208.
- Isbell, H. William  
 2010 Agency, Identity and Control: Understanding Wari Space and Power. In *Beyond Wari Walls. Regional Perspectives on Middle Horizon Peru*. Justin Jennings, ed. Pp. 233-254. Albuquerque: University of New Mexico Press.
- Moore, D. Jerry  
 2014 A Prehistory of South America: Ancient Cultural Diversity on the Least Known Continent. Boulder: University Press of Colorado. Pp. 417-470.
- Moser, Stephanie, Darren Glazier, James E. Phillips, Lamy Nasser el Nemr, Mohammed Saleh Mousa, Rascha Nasr Aiesh, Susan Richardson, Andrew Conner, and Michael Seymour.  
 2002 Transforming archaeology through practice: Strategies for collaborative archaeology and the Community Archaeology Project at Quseir, Egypt. *World Archaeology* 34: 220-248.
- Muros, Vanessa  
 2014 Conservation at the Lofkënd Archaeological Project, 2004-2008. In: Papadopoulos, J.K., S.P. Morris, L. Bejko and L. Schepartz. The excavation of the prehistoric burial tumulus at Lofkënd, Albania, Vol. 1 and 2. Los Angeles: Cotsen Institute of Archaeology Press, 122-138 (Vol. 1-text) and 915-921 (Vol. 2-illustrations).  
[https://www.academia.edu/10189802/Conservation\\_at\\_the\\_Lofk%C3%ABnd\\_Archaeological\\_Project\\_2004-2008](https://www.academia.edu/10189802/Conservation_at_the_Lofk%C3%ABnd_Archaeological_Project_2004-2008)
- Raphael, Toby J.  
 2005 Preventive Conservation and the Exhibition Process: Development of Exhibit Guidelines and Standards for Conservation. *Journal of the American Institute for Conservation* 44(3): 245-257.
- Schorch, Philipp, and Arapata Hakiwai.  
 2014 "Mana Taonga and the public sphere: A dialogue between Indigenous practice and Western theory." *International Journal of Cultural Studies*. Vol 17(2): 191-205.
- Sease, Catherine  
 1992 A conservation manual for the field archaeologist. Los Angeles: Cotsen Institute of Archaeology (book available as a free PDF): <http://escholarship.org/uc/item/8ft6488x>
- Schindelholz, E.



- 2001 A simple guide to the characterization of archaeological materials. Dept. of Anthropology, University of Minnesota. <http://bit.ly/2mc64rl>
- Schreiber, Katharina
- 2001 The Wari Empire of Middle Horizon Peru: The Epistemological Challenge of Documenting an Empire without Documentary Evidence. *In Empires: Perspectives from Archaeology and History*. Susan E. Alcock, Terence N. D'Altroy, Kathleen D. Morrison, and Carla M. Sinopoli, eds. Pp. 70-92. Cambridge: Cambridge University Press.
- Shimada, Izumi and Rafael Vega-Centeno
- 2011 Peruvian Archaeology: Its Growth, Characteristics, Practice and Challenge. *In Comparative Archaeologies: A Sociological View of the Science of the Past*. Lazuis, Ludomir R. Lazius, ed. Pp. 569-612. New York: Springer.

### OPTIONAL READINGS

- Good, Irene
- 2001 Archaeological Textiles: A Review of Current Research. *Annual Review of Anthropology* (30): 209-226.
- Jennings, Justin, ed.
- 2010 Beyond Wari Walls. Regional Perspectives on Middle Horizon Peru. Albuquerque: University of New Mexico Press.
- Orton, Clive, Paul Tyers, and Alan Vince
- 2008 Pottery in Archaeology. Cambridge Manuals in Archaeology. Cambridge University Press.
- Schneider, Jane
- 1987 The Anthropology of Cloth. *Annual Review of Anthropology* (16): 409-448.
- Silverman and Donald A. Proulx
- 2002 The Nasca. Oxford. Blackwell Publishers Ltd.

If students are interested in a general introduction to Andean archaeology and contemporary Peru, it is suggested they review the following books: 1) Culture and Customs of Peru (Ferreira and Dargent-Chamot 2003), 2) Society and Nationhood in the Andes (Klaren 1999), 3) The Incas and their Ancestors (Moseley 2004), and Peruvian Archaeology: A Critical History (Tantaleán 2014).