



# THE CORRAL REDONDO PROJECT, PERU

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

**Course ID: ARCH 315i**

**July 14-August 10, 2019**

## FIELD SCHOOL DIRECTORS:

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## INTRODUCTION

In January of 1943, workmen at the Chorunga 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 and gold 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 gold mines, was likely a *huaca* – a sacred Andean site. The nature of the recovered objects suggests that the site functioned as a *capacocha*, 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 attempts 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. To support and collaborate with these local initiatives, this project not only excavate the local heritage but also works with the community to continue developing the local museum, catering to the community and their sense of local identity.

Corral Redondo was excavated and repeatedly looted since the initial finds were discovered in 1943. Surface surveys and test excavations suggest, however, that there are still intact parts. The artifacts and archaeological evidence recovered through our ongoing explorations 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, staff and students will engage in immediate conservation work and museum development during the last two weeks of the field school. 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 are two modules for this field school: the first focuses primarily on archaeological field work such as excavation and survey (4 weeks), while the second focuses primarily on object conservation in the local museum (2 weeks). Students will rotate and engage in research in both modules.

#### 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 institution 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 more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

#### COURSE OBJECTIVES

The course has four primary objectives: (1) teach students how to conduct archaeological excavations at an ancient Andean site; (2) expose students to field conservation work; (3) provide students with opportunities to work with and engage with the local community, helping to develop cultural appreciation; and finally (4) 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

Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

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>o</sup>-80<sup>o</sup>F. However, under the sun they may reach 80<sup>o</sup>-95<sup>o</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 (see schedule below). All students will be engaged in museology work and interactions with the local community.

Learning outcome Module 1 (Archaeology track, weeks 1 to 4):

- 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 create and operate a basic museum facility.

Learning outcome Module 2 (Conservation track; weeks 3 and 4):

- 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:

- 45%: Active participation in the field school
- 30%: Daily discussions
- 10%: Community outreach activities
- 15%: Written exam at the end of the season (will evaluate interpretation of readings, concepts, and thinking skills based on the field experience)

### **TRAVEL & MEETING POINT**

Hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. This time frame still allows the purchase of discounted airline tickets while protecting students from potential loss of airline ticket costs if we decide to cancel a program.

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 Pan-American 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 and throughout the long weekend break, students will reside at the La Casa de mi Abuela ([lacasademibuena.com](http://lacasademibuena.com)) hotel in Arequipa. From there, the team will travel to Iquipi at the Ocoña Valley, where field work will take place. At Iquipi, students will stay at the local school rented by the project that will have common clean rooms. Mattresses are provided but students are responsible for linen or may use sleeping bags.

All workday 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. Students are responsible for their meals during

free days, although breakfast is provided daily while we stay at the Casa de la Abuela. 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

All IFR field schools begin with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review of IFR harassment and discrimination policies, and review of the student Code of Conduct.

### WEEK 1

Sunday, July 14<sup>th</sup>: Students' arrival in the morning.

*Afternoon*: Program safety orientation; review of IFR policies including sexual harassment and code of conduct.

Monday, July 15<sup>th</sup>: Travel to Iquipi

#### Archaeology Module

Tuesday, July 16<sup>th</sup>

**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

#### Conservation Module (see below)

Wednesday, July 17<sup>th</sup>

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

Thursday, July 18th

**Morning:** Excavation work

**Afternoon:** Excavation work

**Evening:** OCHRE training

Friday, July 19th

**Morning:** Excavation work

**Afternoon:** Excavation work

Saturday, July 20th

**Morning:** Lab work

**Afternoon:** Free

Sunday, July 21th

**Free Day**

## **WEEK 2**

Monday July 22th- Wednesday July 24<sup>th</sup>

**Morning:** Excavation work

**Afternoon:** Excavation work

Thursday, July 25<sup>th</sup>-Sunday July 28<sup>th</sup>

**Long weekend in Arequipa** (free days, project will pay lodging only)

## **WEEK 3**

### **Archaeology Module- Continues**

Monday, July 29th

**Morning:** Excavation work

**Afternoon:** Excavation work

Tuesday, July 30th

**Morning:** Excavation work

**Afternoon:** Excavation work

Wednesday, July 31<sup>th</sup>

**Morning:** Excavation work

**Afternoon:** Excavation work

Thursday, August 1

**Morning:** Excavation work

**Afternoon:** Excavation work

### **Conservation Module Begins**

Introduction to field conservation

Required Readings:

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

**Morning:** OCHRE training

**Afternoon:** Intro to Museum studies

Required Readings:

Burcaw 1997, Kreps 2009, Schorch & Arapata 2014

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

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

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

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

Friday, August 2

**Morning:** Excavation work  
**Afternoon:** Excavation work

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

Saturday, August 3

**Morning:** Lab work  
**Afternoon:** Free

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

Sunday, August 4  
**Free Day**

#### **WEEK 4**

Monday, August 5

**Morning:** Excavation work  
**Afternoon:** Excavation work

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

Tuesday, August 6

**Morning:** Excavation work  
**Afternoon:** Excavation work

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

Wednesday, August 7

**Morning:** Excavation work  
**Afternoon:** Community outreach

**Morning:** Basics of field conservation lab work  
**Afternoon:** Community outreach

Thursday, August 8

**Morning:** Community outreach  
**Afternoon:** Packing

**Morning:** Community outreach  
**Afternoon:** Packing

Friday, August 9  
Travel to Arequipa

**Saturday, August 10:** Student Departure

#### **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
- 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.

## 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

Cook, Anita

2015 The Shape of Things: The Genesis of Wari Wak'as. *In* The Archaeology of Wak'as. Explorations of the Sacred in the Pre-Columbian Andes. Tamara L. Bray (ed.). University Press of Colorado. Boulder Colorado. Pp. 295-334.

Davidson, Amy, Samantha Alderson and Marilyn 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. 237-254.

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, Lamya 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.

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).