



THE CHIMU CONQUEST OF THE CASMA POLITY: THE PIAPAN ARCHAEOLOGICAL PROJECT, PERU

Course ID: TBA

Session 1: June 7 - July 4, 2020

Session 2: July 5 – August 1, 2020

Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)

School of Record: Connecticut College

FIELD SCHOOL DIRECTORS:

Dr. Erell Hubert, Curator, Montreal Museum of Fine Arts (erell.hubert@gmail.com)

Jenna Hurtubise, Ph.D. Candidate, Department of Anthropology, University of Alabama (jrhurtubise@crimson.ua.edu)

Dr. Geoff McCafferty, Department of Anthropology and Archaeology, University of Calgary (mccaffer@ucalgary.ca)



INTRODUCTION

During the 13th C. the Chimú, a large militaristic empire, were engaged in a series of territorial expansions leading them to conquer the Lambayeque to the north and the Casma to the south. For the past 15 years researchers have focused on examining the Chimú conquest of the Casma from the Chao to the Huarmey valleys. Recent discoveries indicate that Casma polities in different valleys had different experiences with the incoming Chimú, ranging from abandonment, accommodation, to violent resistance.

This project focuses on investigating the Chimú conquest of the Casma in the Nepeña Valley at Pan de Azúcar de Nepeña. Pan de Azúcar de Nepeña is a Casma settlement that consists of a large fortified hill with an adobe stepped platform on top that is surrounded by 13 mounds and three large cemeteries. Excellent preservation had led us to uncover partially intact buildings, botanicals, faunal and human skeletal remains, complete and incomplete decorated textiles, and Casma and Chimú ceramics.

Previous seasons have uncovered concrete evidence of Chimú presence. In fact, the data collected so far indicates evidence of a violent conflict as well as the continuation of Casma architectural and ceramic practices. Through examining how certain iconographic and technological components of architecture and ceramics transformed, it is possible to understand the multiple ways the Casma responded to Chimú intrusion in order to persist during and after conquest. The field school project will focus on examining previously encountered elite buildings, exploring unexcavated elite mounds, and excavating in the multiple cemeteries to understand how Casma-Chimú relations transformed before, during, and after conquest.

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

Students will learn about the culture history of the Peruvian coast during the Late Intermediate Period (A.D. 1000 -1400) with a focus on the Casma and Chimú cultures and their interactions with each other. Theoretical discussions will revolve around conquest interactions and the multiple ways locals persist through intentionally and unintentionally responding and negotiating during times of conquest based on their worldviews and personal agendas. Because of the rich material record at Pan de Azúcar de Nepeña, students will also be lectured and instructed on the analytical processes for ceramics, faunal remains, textiles, botanical remains, and human osteology.

Fieldwork will consist of excavation of elite mounds focusing on uncovering buried architecture, as well as in the cemetery to examine burial practices. Work will involve hand tools such as trowels, shovels, pick axes, and screens for recovery of artifacts. Students will work alongside experience Peruvian and American archaeologists. Additional field experience will include how to open a unit and create field drawings of excavations and profiles. Laboratory work will include ceramic washing and basic analysis of ceramics, as well as preliminary artifact classification and analysis.

PREREQUISITES

There are no academic prerequisites for this field program. However, participants should be aware of the hard labor that is involved in excavation. It is beneficial if participants are able to lift a minimum of 20 pounds.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involves risk. Students interested in participating in any IFR program must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we take risk seriously. 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.

Archaeological fieldwork 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. While the weather is mainly mild, there are days where the sun comes out early and temperature can fluctuate between 85 to 95 degrees F and there is little to no shade. Drinking lots of water and wearing sunscreen is a must. There are also black mites and other biting insects that will be present in the excavation area. Snakes, biting lizards, scorpions, and spiders are also present but are less common. In order to be protected from insects and sunburn it is important to dress in layers and to wear closed-toe shoes in the field.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. insuremytrip.com or [Travelgurad.com](https://travelgurad.com) are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition. See this [Wall Street Journal article about travel insurance](#) that may help you with to help to decide whether to purchase such insurance.

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.

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

LEARNING OUTCOMES

Students will gain familiarity with archaeological methods as practiced in Peru, including the use of hand tools for excavation. Laboratory experience will result in basic knowledge of ceramic analysis, faunal remains, and other classes of material culture. Specialized knowledge on skeletal remains will be available to those who are interested. Readings and discussion will also provide an understanding of basic information on Peruvian prehistory with a focus on Casma and Chimú cultures. More general theory on conquest interactions and the archaeologies of persistence will also be explored.

GRADING MATRIX

Students will be evaluated on several criteria:

- Background preparation based on readings and lecture: 10%
- Participation in fieldwork: 30%
- Participation in lab: 30%
- Weekly quizzes: 10%
- Field notebook and forms: 10%
- Final exam based on readings, discussion, and integration of field results: 10%

TRAVEL & MEETING POINT

We suggest you 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. Such time frame still allows the purchase deeply discounted airline tickets while protecting students from potential loss if airline ticket costs if we decide to cancel a program.

Students will arrive in Peru on the first day of their session (Session 1: June 7 / Session 2: July 5) through the Jorge Chávez International Airport in Lima (LIM). As most international flights arrive around midnight it will be important that participants leave the day before, so they are arriving on the start date. Participants will be met at the airport by one of the field school directors where they then will travel to the Flying Dog Hostel in Miraflores, Lima.

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

VISA REQUIREMENTS

Students must have a valid passport with at least six-month validity and at least two empty pages to enter Peru. Participants must also have a return or onward ticket when entering the country.

Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

ACCOMMODATIONS

Students will be housed in a large three-story, fully furnished field house in Nepeña, a small town that is 30 minutes away from Chimbote on the coast. Bedrooms are double-occupancy and are designated male and female. There are two shared bathrooms with heated showers. The kitchen is fully stocked and is available for students to use. There is no WiFi at the house. Breakfast, lunch, and dinner will be provided Monday to Saturday. Lunch will be provided and delivered in the field. On Sundays, students are on their own for food, which there are multiple options for food, including cooking at the house and restaurants in Nepeña. The project's cook is able to accommodate celiac disease, lactose intolerance, food allergies, and those who are vegetarian. Specialized diets such as keto and vegan are difficult to accommodate. Drinking water will also be provided as well as is available for personal purchase in Nepeña.

COURSE SCHEDULE

All IFR field school begins 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.

Session 1 (Session 2):

June 7 (July 5): Arrival in Lima, transport to hostel and travel to Nepeña

June 8 – 10 (July 6-8): Lectures, discussion, and orientation. Lectures will cover (1) History/prehistory of the region in which the field school takes place; (2) Relevant archaeological methods and theories; (3) Research design for the project; (4) Analytical methods for the laboratory

June 11 – 12 (July 9-10): Excavation at Pan de Azúcar de Nepeña, including an orientation on excavation methods. Students leave field house at 7am, have lunch from 12-1pm in the field, and return to

excavation from 1-3 pm. Once back at the field house, students are engaged in artifact processing from 3-6pm.

June 13 (July 11): Field trip to Kiske, a monolithic Formative site in the Nepeña valley and Pañamarca, a Moche site close to Nepeña in the morning (7-11am). Return to Nepeña for a half day in the lab (1-6pm)

June 14 (July 12): Free day to explore Nepeña and optional trip to Chimbote

June 15 – 19 (July 13-17): Excavation at Pan de Azúcar de Nepeña (same schedule)

June 20 (July 18): Field trip to El Purgatorio, a Casma site in the Casma valley (7-11am). Return to Nepeña for a half day in the lab (1-6pm)

June 21 (July 19): Free day to explore Nepeña and optional trip to Chimbote

June 22-26 (July 20-24): Excavation at Pan de Azúcar de Nepeña (same schedule)

June 27-28 (July 25-26): Overnight trip to Huanchaco, a beach town close to Trujillo, where we will visit Chan Chan and Huacas de Moche.

June 29 – July 1 (July 27-29): Excavation at Pan de Azúcar de Nepeña (same schedule)

July 2 (July 30): Half day of lab activities (7am – 12pm). Clean up and tidy the house, pack belongings

July 3 (July 31): Travel to Lima and stay overnight in Flying Dog Hostel.

July 4 (August 1): Transportation to Lima airport for departure

EQUIPMENT LIST

- Marshalltown Pointing Trowel (4-5 inches long)
- Tape Measure (meters) – 5 meters long at least
- Pencils
- Eraser
- Ruler
- Tweezers
- Notebook
- Graph paper (milimetric)
- 2 small brushes
- Compass (optional)
- Multitool (optional)

CLOTHES

- Long sleeve shirts
- Hat (baseball cap or a hat with a wide brim)
- Good hiking shoes
- Cargo pants
- Bandanas
- Gardening/work gloves
- Sunglasses
- Shorts (NO SHORT SHORTS)
- Jeans
- Light jacket
- Comfy walking shoes
- Shirts
- One outfit in case we are invited to an event
- Public appropriate pajamas
- Shower shoes (optional but recommended)

MISCELLANEOUS

- Water bottle
- Electrical convertor
- Hairdryer (if needed)
- Bug Spray
- Sunscreen
- Advil or Tylenol
- Tums or an Antacid
- Pepto Bismol

- Imodium
- Benadryl/Claritin
- Baby wipes
- Feminine Hygiene Products (these are EXTREMELY hard to get in Nepeña)
- Shampoo and Conditioner (Most products sold in Peru are 2 in 1 shampoos)
- Soap
- Hairspray (this is also hard to get in Peru)
- Towel
- Electrolyte-replenishing drink mix
- Entertainment: Movies on computer, books, Kobo with books on it, cards, etc.

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Daggett, C.

1983 Casma Incised Pottery: An Analysis of Collections from the Nepeña Valley. In *Investigations of the Andean Past*, edited by D. Sandweiss, pp.209-225. Cornell University, Ithaca.

Hurtubise, Jenna

2019 *Casma Occupation at Pan de Azúcar de Nepeña: Findings from the 2017 and 2018 PIAPAN Field Seasons*. Society for American Archaeology 84th annual meeting. Albuquerque, New Mexico.

Hurtubise, Jenna

2018 *Preliminary Understanding of the Casma's Response to Chimú Conquest in the Nepeña Valley, Peru: Findings from the 2017 Pan de Azúcar Excavations*. Society for American Archaeology 83th annual meeting, Washington D.C.

Keatinge, Richard W. and Geoffery W. Conrad

1983 Imperialist Expansion in Peruvian Prehistory: Chimu Administration of a Conquered Territory. *Journal of Field Archaeology* 10(3):255-283.

Mackey, C. J.

2009 Chimú Statecraft in the Provinces. In *Andean Civilization: A Tribute to Michael E. Moseley*, edited by J. Marcus and P. R. Williams, pp. 325-350. Cotsen Institute of Archaeology Press, Los Angeles.

Moore, Jerry D.

1992 Pattern and Meaning in Prehistoric Peruvian Architecture: The Archaeology of Social Control in the Chimú State. *Latin American Antiquity* 6:165-181.

Moore, Jerry D. and C. J. Mackey

2008 The Chimú Empire. In *The Handbook of South American Archaeology*, edited by H. Silverman and W. H. Isbell, pp. 783-807. Springer, New York.

Pacifico, David

2016 *Urban Household and Social Hierarchy at El Purgatorio, Peru*. Presentation at the University of Chicago, Department of Anthropology.

Panich, Lee M.

2013 Archaeologies of Persistence: Reconsidering the Legacies of Colonialism in Native North America. *American Antiquity* 78(1):105-122.

Proulx, D. A.

1968 *An Archaeological Survey of the Nepeña Valley, Peru*. Research Reports No.2. p.70-71. University of Massachusetts, Amherst.

1973 *Archaeological Investigations in the Nepeña Valley*. Research Reports No. 13. p.114-116. University of Massachusetts, Amherst.

Verano, John W.

2007 Conflict and conquest in pre-Hispanic Andean South America: Archaeological evidence from northern coastal Peru. In Chacon, R. J., and Mendoza, R. G. (eds.), *Latin American Indigenous Warfare and Ritual Violence*, University of Arizona Press, Tucson, pp.105–115.

Vogel, Melissa

2012 *Frontier Life in Ancient Peru: The Archaeology of Cerro La Cruz*. Chapter 2 (p.17-42), Chapter 5 (p.84-148), University Press of Florida, Gainesville, FL.

2016 *The Casma City of El Purgatorio: Ancient Urbanism in the Andes*. Chapter 3 (p.51-85), Chapter 4 (p.86-125), Chapter 5 (p.126-158), Chapter 8 (p.194-208).

Vogel, Melissa, Angela Garren, David Pacifico, and Bethany Turner

2016 Urban Political Ecology in Late Prehistory: New Evidence from El Purgatorio, Peru. *Journal of Field Archaeology* 41(4):448-466.

RECOMMENDED READINGS

Arkush, Elizabeth and Tiffany A. 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.

Conlee, Christina A., Falh Dulanto, Carol F. Mackey, and Charles Stanish

2004 Late Prehispanic Sociopolitical Complexity. In *Andean Archaeology*, edited by Helaine Silverman, pp. 209-236. Blackwell Publishing, Oxford.

Covey, R. Alan

2008 Multiregional Perspectives on the Archaeology of the Andes During the Late Intermediate Period (c. A.D. 1000-1400). *Journal of Archaeological Research* 16(3):287-338.

Cutright, Robyn E.

2014 Eating Empire in the Jequetepeque: A Local View of Chimú Expansion on the North Coast of Peru. *Latin American Antiquity* 26(1):64-86.