

ANLAPE: INVESTIGATING AN EARLY COLONIAL SANCTUARY OF THE VICE ROYALTY OF PERU

Course ID: HIS 489

July 24 – August 21, 2027

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

School of Record: Culver Stockton College

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INTRODUCTION

The Anlape archaeological site, situated in Peru's North Coast Jequetepeque Valley, serves as a vital record of the transition from Prehispanic to colonial life. Featuring a Prehispanic mound alongside a 16th-century Augustinian monastery and church, Anlape illustrates how indigenous Andean traditions and European colonial structures intersected following the Spanish conquest. Recent excavations by the Guadalupe Archaeological Program have uncovered significant findings, including multiple burial contexts beneath the church floor and architectural evidence of cultural resistance. These discoveries reveal how indigenous populations adapted to and reinterpreted colonial frameworks – such as Christianity and a new social hierarchy system – while maintaining elements of their ancestral belief systems.

For this season, the project offers an immersive fieldwork program that combines rigorous research with student training in methods like bioanthropology, funerary archaeology, and architectural conservation. Participants will engage in targeted excavations of the church's choir and sacristy while exploring the surrounding cultural landscape and visiting iconic sites like Pacatnamu. Based in the town of Guadalupe, the program emphasizes a multidisciplinary approach and international collaboration to better understand the enduring legacy of Andean traditions.

IMPORTANT DISCLAIMER

The Anthropocene Research Center was established to support field training in a range of sciences at sites within the U.S. & across the world. Traveling and conducting field work involves risk. Students interested in participating in any ARC program must weigh the potential risk against the value of education provided by the program of their choosing.

Risk is inherent in everything we do, and the ARC takes risks seriously. A committee of leading scholars review each field school location prior to approval. Once a program is accepted, the ARC continually monitors conditions at the program's site and so we can provide an experience that is as safe as possible.

The ARC does not provide trip or travel cancellation insurance. Students are encouraged to explore such insurance policies on their own. Post Covid 19, most basic policies do not cover trip cancellation due to pandemics. If you wish to purchase an insurance policy that covers such contingencies, explore Cancel for Any Reason (CFAR) plans. [Insuremytrip.com](https://insuremytrip.com), [Squaremouth.com](https://squaremouth.com) or [Travelguard.com](https://travelguard.com) are possible websites where students may explore different insurance policies.

Students should be aware that conditions in the field are different than those experienced at home, dorms or college towns. Students will be exposed to the elements, live in rustic accommodation, and expect to engage in daily physical activity.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, and/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 modification.

All students must consult medical professionals to ensure they are fit to participate in an ARC field program. ARC is not qualified to provide medical advice. For all other concerns, please consult with ARC staff members or program director(s) – as appropriate.

COURSE OBJECTIVES

The course's objective is to introduce students to the history of the Central Andes, and especially the transition from the Prehispanic to the Colonial Period, as well as the specific challenges of fieldwork in Peruvian Archaeology. As this is a multinational, Franco-Peruvian-U.S. project, the excavation offers an opportunity to immerse oneself in a dialogue between distinct ways of doing and thinking about archaeology. By the end of this field school, students are expected to achieve the following:

- ❖ Gained knowledge of the chrono-cultural context of Peru's northern coast, for both the Prehispanic and colonial periods.

- ❖ Be familiar with research issues on the Colonial Period in Peru and other contexts in dialogue with researchers of the team working in Colombia, Chile, or Mexico.
- ❖ Understand the specific challenges of working in an arid environment.
- ❖ Understand the institutional and legal context in which archaeological research is conducted in Peru and how international collaborations can be established.
- ❖ A thorough understanding of the various stages of archaeological excavation.
- ❖ Acquired basic knowledge in different specialties (these may vary) such as dendrochronology, funerary archaeology, bioarchaeology, etc.
- ❖ Learned the basic techniques for the conservation of architectural plaster.
- ❖ Being able to produce a technical drawing of ceramics and recognizing the main regional ceramic styles.

Students will participate in the following research activities:

Theoretical Orientation: Students will participate in an online module, by watching two online videos of a seminar format class (one on the Prehispanic archaeology of the Central Andes, one on the Colonial Period of the Central Andes, that will introduce to the history of the region, the theoretical and methodological framework of the project). The videos must be watched during the two weeks before excavations begin. Students will then take a test based on the videos watched.

Excavations: Students will participate in guided excavations at Anlape site.

Recording: Students will take part in recording of the excavation activities, complete specific excavation forms, and draw stratigraphic profiles.

Laboratory: Scheduled lab tasks will include cleaning, sorting, classifying, attribute assessment and analysis of the excavated artifacts.

LEARNT SKILLS

We strongly support students who seek employment in the Cultural Resource Management sector – whether with private CRM companies or in government compliance agencies. CRM employers seek to understand the skills students learn at the field school, so listing (and ranking) those should help students secure CRM employment. To that end, we are listing all the skills students will learn during this program. At the end of the field school, students will get a Certificate of Completion, where each skill will be ranked at one of three levels:

- ✓ **Basic:** Can perform the skill/task with some supervision.
- ✓ **Competent:** Can perform the skill/task without any supervision.
- ✓ **Advanced:** Can perform the skill/task and teach others how to do it.

Students will be trained in the following skills:

Skill	Skill Definition
Artifact Recovery	Ability to record, safely excavate, and properly store artifacts and ecofacts made of different types of materials (lithics, bones, etc.) and various level of fragility
Artifact Identification	Identifying Prehispanic and colonial artifacts (ceramics, beads, ...).
Geoarchaeology	Ability to collect, sample, and analyze soil and sediment samples through dry sieving

GPS navigation	Know how to navigate to given coordinates using GPS receiver
GPS recording	Ability to record locations using a GPS receiver
Grid & Trench Layout	Ability to lay out an accurate grid and generate a reliable trench outline for excavations
Large Hand Tools	Can operate a pickaxe, shovel, hoe, or similar large hand tools to conduct excavations
Photography	Ability to take clear images of various features, artifacts, and soil colors in various lights and field depth conditions
Public Interpretation	Ability to understand site history and provide clear and coherent interpretations for the public
Recording-Excavations	Ability to understand, collect, and record all excavation processes and data
Recording Sheets	Ability to understand and properly record the excavation process, stratigraphy, sections, and artifact documentation
Screening	Ability to use geological and general screens to identify, collect, and record small scale finds
Section Drawing	Ability to understand concepts of physical and chronological stratigraphy and the method to record those accurately
Small Hand Tools	Can operate a trowel or similar small hand tool to conduct excavations
Soil Identification	Ability to identify, describe, and record different types of soil and depositions
Understanding Stratigraphy	Ability to understand the relationships between layers of both cultural and natural depositions
Field-Conservation	Observation and introduction to the basic principles for the conservation of plasters
Field – Project Management	Ability to understand the institutional and legal framework of research in Peru and how projects are implemented
Lab-Artifact Documentation	Ability to do a technical drawing of ceramic
Bioarchaeology	Know the basic principles for the excavation of funerary contexts, their recording and the cleaning and basic analysis in laboratory (determination of sex and age)
Dendrochronology	Know the basic principles of dendrology and how to use a drill
Photogrammetry	Ability to photograph archeological contexts to realize a photogrammetric model on Reality Capture.

COURSE SCHEDULE

The field school has three main components: 1) an online module to prepare students for the field and lab work; and 2) four weeks of excavation at Anlope. Students must participate in both components. The online component of the field school will be done individually during the first two weeks of July. You will watch and online course on the Prehispanic archaeology of the Central Andes, and a second one on the Colonial Period in the Central Andes. Students will complete the online component of the field school from home.

Weeks 1-4: Excavations on site		
Day	Activity	Readings & Assignments
Sat	Arrive at meeting point in Trujillo, set-up at the hotel, free time.	
Sun	Arrive at the hotel in Guadalupe, set-up and safety orientation	
Mon-Fri (week 1)	Blessing ceremony with the local authorities Site orientation and set up Excavation tool kits/supplies orientation Workshop: Field Records and Recording	Field Assignment 1

Sat	Laboratory: program may vary (anthropobiology, ceramic cleaning, sorting and drawing, dendrology)	Field Assignment 2
Sun	Site or museum visit	
Mon-Fri (Week 2)	Excavations continue Workshop: Dendrochronology 2 or Architectural Conservation	Field Assignment 3
Sat	Laboratory: program may vary (anthropobiology, ceramic cleaning, sorting and drawing, dendrology)	Field Assignment 4
Sun	Site or museum visit	
Mon-Fri (Week 3)	Excavations continue Workshop: Funerary Archaeology	Field Assignment 5
Sat	Laboratory: program may vary (anthropobiology, ceramic cleaning, sorting and drawing, dendrology)	
Sun	Site or museum visit	
Mon-Fri (Week 4)	Excavations continue Analysis of Sediments and Soils; Stratigraphic drawing Basecamp pack-up	
Sat	Departure day	

** Course structure may be subject to change upon directors' discretion.*

TYPICAL WORKDAY

Students will follow this daily schedule during excavations at Anlape.

Time	Activity
6:45am	Wakeup
7:00- 7:45 am	Breakfast (in the rooftop of the hotel). It is a self-service breakfast, please clean after yourself.
7:50 am	Departure for Anlape
8:00 am	Work begins at the site
1:00-2:00 pm	Lunch on site.
2:00-5:00pm	Excavations at the site
5:00 pm	Packing up at the site and return to basecamp
5:15-7:00 pm	Free time
7:00 pm	Dinner
10:00 pm	Lights out

ACADEMIC GRADING MATRIX

Students are required to participate in all components of the field school, including the online component, lectures, field work, laboratory work, and workshops. Their grades are determined as follows:

- ❖ **15% - On-line Component Participation.** Students are expected to attend lectures, meetings, and complete assignments related to various assigned readings. It is expected that students will attend all of these sessions and participation will be graded based on attendance, preparedness, and quality of contributions made.
- ❖ **25% - Field work.** Students will be assessed on the quality of their field work (i.e., their ability to effectively use the excavation tools, correctly articulate cultural features and tag artifacts, draw scaled level plans, draw sections, etc.).
- ❖ **10% - Field Records.** Students are required to record their finds in a notebook that must be submitted to the project at the end of the field school. The notebook must include scaled sketches, provenience records, and information on the day's excavation activities.

- ❖ **10% - Laboratory work.** Students will also be assessed on the quality of their laboratory work (i.e., how effectively they clean and label the cultural remains they find, and their ability to typological identify the remains).
- ❖ **5% - Assignment 1: Introduction to Field Recording.** Students will send 5 folders for each day of the first week excavation with photographs that document the contexts excavated in their unit. Photographs must contain a scale and a north and correctly identify the contexts as explained on-site.
- ❖ **5% - Assignment 2: Analysis of Ceramic Artifacts.** Students will clean and sort a ceramic collection.
- ❖ **5% - Assignment 3: Dendrological Analysis.** Students will be introduced to the principles of dendrology and do at least one core drill.
- ❖ **5% - Assignment 4: Human Remains.** Students will analyze a collection of human remains.
- ❖ **5% - Assignment 5: Sediments/Soils and stratigraphy.** Students will draw a stratigraphic cut and describe the different soils.
- ❖ **5% - Final Examination.** Students will present to the team a final reflection on the site, the activities they realized, and their general interpretation of this year's findings. This will consist of a 15 minute presentation to the team directors.
- ❖ **10% - General Camp work.** Students will be assessed on their participation in camp related tasks and activities. All students must participate in general camp work duties.

ATTENDANCE POLICY

The required minimum attendance for the successful completion of the field school is 95% of the course hours. Any significant delay or early departure from an activity will be calculated as an absence from the activity.

An acceptable number of absences for a medical or other personal reasons will not be considered if the student catches up on the field school study plan through additional readings, homework, or tutorials with program staff members.

PREREQUISITES

There are no prerequisites for participation in this field school. Students will receive hands-on training in archaeological field work and will spend most of their time learning how to excavate and record their finds. Students must come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work in a camp environment. Some days will be hot, temperatures can reach 25°C (77°F), but the sun hits harder as we are close to the Ecuadorian line. It never rains, but some days can be cloudy and windy.

Students will be taught how to use a variety of excavation tools, from shovels and wheelbarrows, to trowels, brushes, and sieves, and are expected to use all of them. Archaeology involves physical work and exposure to the elements, thus, requires a measure of acceptance that this will not be the typical university learning environment. Students will get dirty, sweaty, tired, and must work closely with others. We hope that the thrill of discovering archaeological remains will outweigh the stiff muscles and exhausting days.

PROGRAM ETIQUETTE

We will be staying in a hotel with hotel staff and other visitors. Students are required to respect that space and one another. The hotel is a safe space, but if you wish to go outside, please inform the

team directors. At night, do not go out alone in any circumstances. Students will be expected to participate in chores (taking out the trash, moving the archaeological materials to the rooftop, cleaning the communal area, help with carrying water or food from grocery stores, etc.). We are all part of a team, and we rely on each other. Lack of participation will be reflected in the final grade.

Staying at the hotel means that we will live close to one another, rooms are shared. The hotel is quite large, but if you stay up at night on the rooftop, starting at 10:00pm, do not make noise, as other visitors or team members will want to sleep. Harassment of any type will not be tolerated and may result in expulsion from the program, without refund of costs.

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 program. The ARC typically takes a close look at local conditions 6-7 weeks prior to program beginning and makes a Go/No Go decision by then. Such time frame still allows for the purchase of competitively priced airline tickets, while protecting students from potential loss of ticket costs if the ARC is forced to cancel this program.

Anlape is in Guadalupe, about 137 km north of the city of Trujillo. Students will be met on the first day of the program (Sat) at the Trujillo International Airport (TRU) by the arrival area door (Fig 1). Meeting time is 4:00pm. If your flights arrive earlier or later, let project members know so you may be picked up at the airport. You will stay the first night in a hotel in Trujillo and depart with the team on Sunday 27 to Guadalupe by bus.

Students can depart the program on Friday night (past 6:00pm) or Saturday at any time. Hotel checkout time is 11:00am.



Figure 1: Trujillo Airport arrival area

EQUIPMENT LIST

- Excavation backpack
- Ruler, pens, pencils, eraser
- Sturdy, closed-toe footwear
- Knee protection
- A scarf to protect your head from the sun and the sand
- Gloves
- Warm jacket
- Hat
- Excavation clothing (it is hot during the day, but at night and early in the morning it can be windy, consider packing layers to adapt clothing during the day).
- Sunscreen (a lot)
- Sunglasses
- Bug spray

- Gourd
- Fork, knife, spoon and a reusable cup
- A photocopy of your passport
- Any prescription medicines

VISA REQUIREMENTS

US citizens do not need a visa to enter Peru but must have a valid passport with at least six months before expiration date, as well as proof of return ticket.

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

MEALS & ACCOMMODATIONS

During the four-week excavation component of the field school, students and staff will live at the Roma Hotel (<https://www.romahotel.pe/>) in the town center of Guadalupe. You are not required to bring towels, sheets etc., but you are expected to bring personal items (shampoo, soap, etc.). Students will stay 2-3 in a room, each with a private bathroom and Wi-Fi. The hotel rooftop is used by the team as a communal space for breakfast and sometimes dinners. There are no laundry machines in the hotel, but the roof has washing basin where you can manually wash your clothes. We do not cook but you are expected to take turns in cleaning the communal area and respect the hotel staff by taking care of your room (we will not cover damage in your rooms). There is a fridge in the hotel that you can use: please label your drinks or food.

The field school team do their best to provide nutritious meals, but you have to be aware that being in a small town in the northern coast of Peru do not always allow us to provide a wide variety of food. For example, lunch is mainly rice, lentils, salad and chicken. Please be aware that it won't be possible to provide meals that are fully gluten free, Kosher, Hallal etc. Vegetarian diets may be accommodated but you must notify staff in advance. It is crucial that students do not drink tap water, even if boiled.

PRACTICAL INFORMATION

International dialing code: The Peruvian international phone code is +51.

Money/Banks/Credit Cards: The Peruvian economy is mostly cash based. In some restaurants and stores you can use your credit card. In the main plaza, you can use the machine from the Banco de la Nacion to withdraw cash. If you wish to change dollars, we recommend doing it in Trujillo (you won't be able to change money in Guadalupe). You will need cash if you want to buy personal items from the supermarket, the local market etc.

ATM Availability: The Banco de la Nacion is 5 minutes away from the hotel and has an ATM machine.

Local Language: In Guadalupe, locals speak Spanish. The Peruvian members of the team have basic English, but all other members are fluent in English

Measurement units: degree Celsius (°C), meter (m.), gram (gr.), liter (l)

Security: The region is not considered as a high-risk area. However, safety is very important, and you must follow these rules:

- At night, do not go outside of the hotel without informing program staff and NEVER go outside alone under any circumstances.
- During the day, inform staff members if you are going outside. Consider going with a team member.

- Do not engage in conversation with people you don't know. As you will see, Guadalupe is a small town, and we know a lot of people. These people will be presented to you and can be trusted.
- Be very careful when crossing roads, traffic laws are not always respected.
- If you feel sick, inform staff immediately.
- When walking through the city, do not pass the main road (Panamericana) and do not go further than the local market. If you encounter any trouble, call immediately to staff member.
- Do not walk with a lot of money with you or your passport (the only time you will need it is when we go to museums or archaeological sites). The hotel is a safe space, and you can leave your personal items there.

ACADEMIC CREDITS & TRANSCRIPT

Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units). Students will receive a letter grade for attending this field school based on the assessment matrix (above). This program provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and the registrar at their home institutions prior to attending this program.

Students will be able to access their transcripts through our School of Record – Culver-Stockton College. C-SC has authorized the National Student Clearinghouse to provide enrollment and degree verification (at <https://tsorder.studentclearinghouse.org/school/select>). Upon completion of a program, students will get an email from C-SC with a student ID that may be used to retrieve transcripts. The first set of transcripts will be provided at no cost; additional transcripts may require payment. If you have questions about ordering a transcript, contact the C-SC office of the registrar at registrar@culver.edu.

REQUIRED READINGS

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

Atalay, S.

2006 “Indigenous Archaeology as Decolonizing Practice”, *American Indian Quarterly* 30 (3–4): 280–310.

Brůžek J.

2002 A method for visual determination of sex, using the human hip bone, *American Journal of Physical Anthropology, The Official Publication of the American Association of Physical Anthropologists*, 117(2), 157–168.

Duday, H., Le Mort, F., and Tillier, A.-M.

2014 Archaeothanatology and Funeral Archaeology. Application to the Study of Primary Single Burials. *Anthropologie* (1962-), 52(3), 235–246.

Saucedo D. and Chirinos P.

2020 “Historical Archaeology in Peru”. In: C. Smith (ed.), *Encyclopedia of Global Archaeology*, Springer Nature, pp. 1–10.

Scotti, N.

2021 “Catholicism and Taki Onqoy in the Early Colonial Period: Colonial Entanglements of Church Interments at Iglesiachayoq (Chicha-Soras Valley, Ayacucho, Peru)”, *American Anthropologist*, Vol. 00, No. 0, pp. 1–19,

VanValkenburgh, P.

2019, "The Past, Present, and Future of Transconquest Archaeologies in the Andes", *International Journal of Historical Archaeology* 23, 1063–1080.

Weaver, B. J. M.

2022 "Reflections on 'material histories' and the archaeology of slavery in Peru", *Colonial Latin American Review*, 31(4), 591–598.

RECOMMENDED READINGS

Ambite, Serrana, M. Eugenia **Ferrero**, Sergio **Piraino**, *et al.*

2022. "Prosopis L. woody growth in relation to hydrology in South America: A review", *Dendrochronologia* 76: 126017.

Ascencio, J.

2019 *Prácticas Funerarias durante el Periodo Colonial Temprano en la Iglesia de Huanchaco – Valle de Moche*, Tesis para Optar el Título Profesional de Licenciado en Arqueología, Escuela de Arqueología, Facultad de Ciencias Sociales, Universidad Nacional de Trujillo.

Ascencio J., A. Espinosa, E. Caballero, A. Ramos and T. Solorzano

2026 "El impacto del Fenómeno El Niño de 1578 y las respuestas de los habitantes del pueblo de Nuestra Señora de Guadalupe, costa norte del Perú", *Memorias* 58, pp. 155 - 179.

Ascencio, J., Sánchez, J. and Rojas, H.

2021 "Anlape: Una iglesia colonial en el distrito de Guadalupe, costa norte del Perú", *Quingnam*, Volume 7: 69-90.

Astuhuaman, C.

2016 "Fundación, Esplendor y Colapso de San Miguel de Piura (1534-1578), Primer Templo del Perú", *Boletín de Arqueología PUCP N°22: Arqueología Histórica del Perú (Segunda Parte)*, Fondo Editorial Pontificia Universidad Católica del Perú, Lima: 39-56.

Ascencio, J. and Espinosa A.

2023 Proyecto de investigación arqueológica Guadalupe: Excavaciones en Anlape, Ministerio de Cultura del Perú.

2024 Proyecto de investigación arqueológica Guadalupe: Excavaciones en Anlape, Ministerio de Cultura del Perú.

Burga, M.

2019 *De la encomienda a la hacienda capitalista. El valle de Jequetepeque del siglo XVI al XX*, Deuxième édition, Instituto de Estudios Peruanos, Lima.

Calancha, Antonio de la, 1639, *Crónica moralizada del Orden de San Agustín en el Perú*, Tomo I, Barcelona.

Campos, y de Sevilla J.F.

2022 "La virgen de Guadalupe y el santuario agustino del Perú. Origen y arraigo de una gran devoción en tierras de Trujillo", *Historia, Revista del Archivo General de la Nación*, 37 : 11-38.

Cañedo-Argüelles, Teresa

1995 “Las Reducciones Indígenas En El Sur Andino: Estrategias de Producción y Sus Efectos En El Medio Ambiente”. *Revista Complutense de Historia de América*.

Castillo, L. y Pardo, C.

2009 *De Cupisnique a los Incas. El arte del valle de Jequetepeque*, Editorial Museo de Arte de Lima, Lima.

Cerda I.

2009 *Grafitos coloniales: Imágenes sacras y seculares en el Exconvento de San Juan Bautista Tiripetío, Michoacán*. Universidad Michoacana de San Nicolás de Hidalgo.

Chiavazza H.

2005 *Los templos coloniales como estructuras funerarias. Arqueología en la iglesia jesuita de Mendoza*, Londres: British Archaeological Reports, 1388.

Deagan, Kathleen, 1987, *Artifacts of the Spanish colonies of Florida and the Caribbean, 1500-1800*, Smithsonian Institution Press, Washington, D.C.

Deza, J.

2008 *Los dioses de la economía. 120 siglos de historia en el valle de Jequetepeque*. Editorial Universidad Alas Peruanas, Lima.

Dillehay, T., Kolata, A. et Swenson, E.

2009 *Paisajes Culturales en el Valle de Jequetepeque: Los Yacimientos Arqueológicos*, Editor Qetzal, Trujillo.

Duday, H.

2005 “L’archéothanatologie ou l’archéologie de la mort”, in Dutour O., Hublin J.-J., Vandermeersch B., Objets et méthodes en paléanthropologie, Comité des travaux historiques et scientifiques, Paris : 153-207.

Duday, H., Courtaud, P., Crubézy, E., Sellier, P., Tillier, A.M.

1990 “L’anthropologie ‘de terrain’: reconnaissance et interprétation des gestes funéraires”, *Bulletins et Mémoires de la Société d’Anthropologie de Paris*, 2 (3-4) : 29-50.

Duviols, Pierre, 1971, *La lutte contre les religions autochtones dans le Pérou colonial. « L’extirpation de l’idolâtrie » entre 1532 et 1660*, Travaux de l’Institut Français d’Etudes Andines, Lima.

Espinosa, Alicia, 2023, *Filiaciones culturales y contactos entre las poblaciones Virú-Gallinazo y Mochica (200 AC – 600 DC, costa norte del Perú)*, Paris Monographs in American Archaeology 57, Archaeopress Access Archaeology, Oxford.

Espinosa A., J. Ascencio, T. Solorzano, L. Dausse, V. Bravo, K. Paredes, F. Peña, P. Saavedra, A. Ramos, J. Sánchez, E. Elorreaga, C. Soto and J. Galimany

2025 “El santuario religioso de Nuestra Señora de Guadalupe: Primeros acercamientos del Proyecto Arqueológico Guadalupe”, *Boletín del Instituto Francés de Estudios Andinos* 54 (2), *La cooperación arqueológica entre Perú y Francia*, p. 207-230.

Estenssoro Fuchs, Juan Carlos, 2003, *Del paganismo a la santidad*, Institut français d'Études Andines, Instituto Riva-Agüero, Pontificia Universidad Católica del Perú, Lima.

Fazekas, I. G. et Kósa, F.

1978 *Forensic Fetal Osteology*, Akadémiai Kiadó, Budapest.

Ghezzi, Iván, A. **Mabres**, R. **Rodríguez**, G. **Cruz**, and P. **Salazar**. 2015. Estudio de parámetros biológicos en *Prosopis* sp. como un registro paleoclimático: Fundamentos y uso de nuevos métodos de medición dendrocronológica. Proyecto de Investigación Básica FINCyT/CONCYTEC. Perú.

Ghezzi, I., et R. **Rodríguez**. 2015. “Primera serie dendroarqueológica en los Andes Centrales: resultados preliminares de Chankillo, Casma”. *Bulletin de l'Institut français d'études andines*, 44 (1).

Hecker, W. et H., Gisela

1990 *Ruinas, caminos y sistemas de irrigación prehispánicos en la provincia de Pacasmayo, Perú*, Serie Patrimonio Arqueológico Zona Norte, 3, Instituto Departamental de Cultura- La Libertad, Trujillo.

Itier, César, 2023, *Palabras clave de la sociedad y la cultura inca*, Institut français d'études andines, Lima.

Klaus, H.

2016 “Vida y Muerte en el Perú Colonial: Inicios de la Bioarqueología en Lambayeque Histórico (1536-1750 d.C.)”, *Boletín de Arqueología PUCP*. Nro. 21 : *Arqueología Histórica del Perú (Primera Parte)*, Fondo Editorial Pontificia Universidad Católica del Perú, Lima : 103-128.

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López, B. C., S. **Sabaté**, C. A. **Gracia**, et R. **Rodríguez**. 2005. “Wood anatomy, description of annual rings, and responses to ENSO events of *Prosopis pallida* H.B.K., a wide-spread woody plant of arid and semi-arid lands of Latin America”. *Journal of Arid Environments* 61 (4): 541-54.

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