Summer Abroad 2016, University of Toronto
Huaca Colorada Archaeological Project
ANT 395Y0

July -August 9 2016
Instructor: Edward Swenson

Course Précis and Objectives

Archaeological Field Training
Students will be trained in the latest archaeological field methods and will participate in the investigation of ancient urbanism, ritual practices, household economies, specialized craft-production, and state-level political structures. The block excavation of Huaca Colorada’s temple zone and expansive domestic sectors will permit a comparative analysis of public ritualism with household activities. Ultimately the database will permit reconstructions of the ideological strategies of different communities who resided at the centre. Therefore, the field experience will not only familiarize students with the fundamentals of archaeological research and Andean prehistory but will provide a rare opportunity to engage in the meaningful interpretation of the material record. In terms of methodological training, students will receive instruction in total station mapping, excavation, stratigraphic analysis, flotation, and ceramic analysis. Field trips to nearby archaeological sites and lectures on Andean prehistory will also constitute important components of the course.

An Intensive Study of Moche Civilization and Archaeology
The Moche are of particular interest in the history of anthropology, for their study has been central to archaeological interpretations of the emergence of hierarchical sociopolitical formations. The term “Moche” has been deployed to designate a cultural group, ethnic affiliation, and a discrete territorial polity described variously by scholars as a “chiefdom,” “theocratic superchiefdom,” fully “administrative state,” and even “empire.” Critical of typological reductionism, archaeologists increasing argue that Moche material culture represents a religious ideology differentially adopted by competing elites and political communities. At Huaca Colorada, we will have the opportunity to excavate an important Moche ceremonial and political site, and it is important that students become familiar with the basic literature in Moche studies (see syllabus below). A central objective of our research is to interpret how long-term processes of urbanization (400 BC-AD 800) were mediated by the everyday practices, identity politics, and religious values of Late Formative and Moche communities. Therefore, field investigations are designed to gauge how transformations in the construction of public architecture correlated with changes in ritual activity, economic production, consumption habits, and the configuration and experience of domestic space. Analysis of the historical interrelationships of different regimes of practice, as ultimately conditioned by the built environment, will permit interpretations of the cultural particulars of hierarchical power relations in the Jequetepeque region.

Participating in the archaeological analysis of Moche iconography, settlement patterns, architecture, and funerary remains at Huaca Colorada will allow students to critically assess scholarly interpretations of power in Moche and pre-Moche society (as relates to our ongoing research at the formative ceremonial site of Jatanca). In the end, students will be encouraged to try and interpret the everyday lives and cultural realities of communities who engaged with Moche religious ideologies. The centrality of architectural analysis in the interpretation of prehistoric social organization represents another important focus of the field practicum. Therefore, varying approaches to the study of space and architecture, ranging from functionalist
to phenomenological analyses, will be considered in this course. Finally, the politics surrounding the excavation of Moche sites will be discussed as students become aware of the ethical problems of dealing with looters and working in the Peruvian national context. The widespread destruction of tombs at the hands of looters, the often tense and antagonistic relations between North Coast residents and archaeologists, and the illicit antiquities trade will be examined to highlight the significance of the Moche past in the identity politics and social struggles of present-day Peru.

Course Design and Requirements
The course is designed primarily as a practicum involving hands-on participation in fieldwork. However, lectures will be presented in the laboratory and as part of field trips to neighboring archaeological sites.

(1) Field Forms, Technical Drawings, and Excavation Techniques: All participating students will be in charge of writing level, feature, wall, and photo-log forms for designated excavation units. This exercise will permit students to master the art of thick description in archaeology and to learn how to scientifically record stratigraphic deposits, plot the contextual associations of artifacts, and reconstruct past building practices. Moreover, students will be required to complete technical drawings of plans and profiles for a given excavation unit. Students are also expected to demonstrate competency in opening excavation units, feature analysis, and archaeological photography.

(2) Laboratory Research. Students are required to complete the analysis of diagnostic ceramics for a designated context of a particular excavation unit. Training in basic ceramic analysis will also entail a tutorial in the technical drawing of diagnostic pot sherds. Grading will be based mainly on improvement and demonstrated proficiency in typing and drawing ceramics. Participants will also have opportunities to partake in laboratory inventory and flotation analysis.

(3) Final Paper Students are required to write a 10 page paper (double-spaced) that explores how their understanding of Huaca Colorada and Moche culture was enhanced by their participation in archaeological fieldwork. More specifically, students are encouraged to demonstrate how they directly engaged in “interpretation at the trowel’s edge.” They are thus welcome to explore outstanding questions raised by the season’s archaeological discoveries. The paper is open-ended, but it must be structured on a clear thesis statement and should bring in one or two published articles on the huaca (which students are invited to critique or revise in light of new revelations).

Grading

Unit Opening Tutorial (setting lines, taking levels, surface collection): 5%
Successful Completion of Field Forms: 25%
Profile and Plan Drawings: 10%
Ceramic Analysis and Technical Drawing Tutorial: 10%
Laboratory Analysis / Flotation: 10%
Participation in Lectures, Discussion of Assigned Readings (oral exam): 20%
Final Critical Paper: 20%

Assigned Readings
Given the physical and mental demands of field research, the syllabus is structured thematically, and I encourage students to read at least one assigned article per theme prior to our departure (of course, you are welcome to read as much as you can). Students can also save some of the articles
for days off during the field season if they are able to budget their time effectively. Certain themes are relevant to scheduled lectures as indicated in the syllabus below. Readings will address both major themes in Moche archaeology and field methods relevant to excavations at the huaca. All readings will be made accessible through Blackboard. Suggested readings are strictly optional and are intended for students interested in further research.

Academic Integrity:
Please see: www.artsci.utoronto.ca/osai/students

Course syllabus

**Theme ONE: Excavation Methodology and the Unit-Level-Feature-Wall System Employed at Huaca Colorada** (Relevant to Lecture planned for July 9)

*Required Reading*

*Suggested Readings*

**Theme TWO: An Introduction to the Moche**
(Relevant to Lecture Planned for July 11)

*Required Reading*

*Suggested Readings*
- Bawden, Garth 1996 *The Moche* Blackwell.
- Bourget, Steve 2006 *Sex, Death, and Sacrifice in Moche Religion and Visual Culture*. University of Texas Press, Austin.

**Theme THREE: The Moche of the Jequetepoque Valley, Peru**
(Relevant to Lecture Planned for July 11)
Required Readings


Suggested Readings

- Donnan, Christopher 2007 *Moche Tombs at Dos Cabezas*. Costin Institute of Archaeology Press. University of California, Los Angeles, Los Angeles, CA.

Theme FOUR: Archaeological Excavations at Huaca Colorada: New Insights on Moche Religion, Political Landscapes, and Sociopolitical Organization
(Relevant to Lectures Planned for July 11 and 18; August 1 and 8)

Required Readings


Suggested Readings


Theme FIVE: Life and Politics in Jequetepeque before and after the Moche
(Relevant to Lectures Planned for July 25 and August 9)
Required Readings:


Suggested Readings

• Warner, J.P. 2010 Interpreting the Architectonics of Power and Memory at the Late Formative Center of Jatanca, Jequetepeque Valley, Peru. PhD dissertation, Department of Anthropology, University of Kentucky, Lexington.

Theme SIX: Ecology, Economy, and Society of the North Coast of Peru

Required Readings:


Suggested Readings:


Theme SEVEN: Moche Religion, Ideology, and Sacrificial Ritual
(Relevant to Lecture Planned for July 18)

Required Readings:

Suggested Readings:
• Bourget, Steve 2006 Sex, Death, and Sacrifice in Moche Religion and Visual Culture. University of Texas Press, Austin.

Theme EIGHT: Gender, Community, and Everyday Life in the Moche World
(Relevant to Lecture Planned for July 18)

Required Readings:

Suggested Readings:

Theme NINE: Moche Art and Iconography
Required Readings:

Suggested Readings:
- Jackson, Margaret A. 2009 Moche Art and Visual Culture in Ancient Peru. University of New Mexico Press, New Mexico.

Theme TEN: Politics of the Moche Past

Required Readings:

Suggested Readings:

Theme ELEVEN: Key Readings for Field Trips