

ANNUAL REPORT: CORRAL REDONDO 2018 FIELD SCHOOL

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The Corral Redondo Archaeological Project hosted its first IFR field school between July 22 and August 18, 2018. During this season, students participated in four modules: excavation, conservation, survey, and community outreach. This project represents the first systematic and multidisciplinary evaluation of the Ocoña and San Juan de Churunga river valleys. Corral Redondo was discovered in 1943 and initial excavations and looting yielded an exquisite collection of Wari feathered textiles, large imperial ceramic vessels, and high-end Inca objects typically found in *capacocha* rituals were recovered by local workers (King 2013; 2016; Pillsbury, et al. 2017: 159). Since its discovery, the site has been looted many times, erasing much of its original context. For the 2018 field season of the Corral Redondo Archaeological Project, we conducted the first systematic excavation of the site since its most recent instances of looting and disturbance. Furthermore, the team conducted pedestrian survey, visiting and recording additional archaeological sites in the surrounding region. These include the sites of Callanga, Chillihuay, Ispana, Jarana, Ancha, Gramadal-La Victoria, Lloclla and Santa Rosa. Conservation efforts were made in the local museum – located at the Miguel Grau elementary school in Iquipi – where a valuable collection of archaeological artifacts have been exhibited and stored under the direction of Mr. Willy Huashuayo, principal of the school. As our team had many bilingual (English-Spanish) faculty and students, community outreach initiatives included direct participation in school and community activities on a weekly basis. Our team was also invited to make a formal presentation of our project to local officials at the beginning and at the end of the season in an effort to disseminate research goals and preliminary results.

At the Corral Redondo project students excavated, mapped, documented, examined, and photographed archaeological material culture consisting of architectural and mortuary features and artifacts. It is our working hypothesis that the site was a focal point of intensive and continued *pago* rituals, where important offerings were made in a gold mining area to appease or give back to the mines and local *apus*. We are not sure if Corral Redondo was used for *capacocha* rituals – a higher level of ritual that usually includes human sacrifice – but plan to further explore that possibility in our future seasons. A possible human sacrifice was recovered at the site, but due to heavy looting, its context and date are unclear and it is challenging to speculate the nature of the episode and relationship to either the Wari or Inca occupation of the site.

While conducting pedestrian survey, students were able to identify archaeological sites, examine residential, ceremonial and mortuary architecture, and discuss stylistic and contextual variation so cultural affiliation and nature of each site could be inferred.

In the local museum, students learned about conservation principles of archaeological collections, museum development and museum management. Students also had the opportunity to talk to visitors about the rich local past and the role of the museum in the community. To a larger degree, discussions of the relationship between past and present as well as community identity in relationship to the archaeological past were constant and important components that bonded student, faculty, and community members.

Each student learned the principles of archaeological excavation. In this module, the rationale for excavation and planning was discussed. We introduced students to field equipment necessary for proper excavation. Students mapped excavation units and conducted a systematic collection of cultural remains on the surface of the site, which consisted mostly of ceramic sherds as well as animal and human remains. Students learned techniques of excavation, methods to identify and define cultural and natural stratigraphy, and approaches to determine the cultural affiliation of the materials collected. Students also practiced detailed documentation of each excavation unit through drawings, notes, photographs, and digital recording in an OCHRE digital database.

During the module on survey techniques, students were introduced to the use of differential GPS (a Trimble Geo 7X rover, corrected with the data from a Trimble 6H antenna attached to a Juno 3B data logger), field walking, and more traditional archaeological survey approaches (locating sites, followed by establishing their outline, function, and date). Students participating in this module later assisted with the mapping of Corral Redondo and a number of ancient sites in the immediate environs, including Ancha, Callanga, Cenicerros, Ispana, Jarana, La Victoria, Lloclla, and Santa Rosa. Activities included the collection of DGPS data points, *in situ* photography of structures and artifacts, and low-level drone photography.

Conservation was another central module to our project. This module focused on the conservation of archaeological objects on display in a small local museum, teaching methods and techniques that could be applied to recently excavated material as well. The majority of treatments centered on the textile pieces donated to the museum by local members of the community. These were the objects that were most in need of stabilization and therefore designated as priorities for treatment. Students participating in this module practiced the basics of textile cleaning and participated in systematic analysis of textiles on display. During this activity, the students were asked to examine and describe the composition and structure of fabrics from the collection. At the conclusion of this module, students were able to identify and

describe different weaving methods, determine if textiles were new or used, and classify the types of fiber used in the museum's textiles.

All members of the Corral Redondo team participated in community outreach initiatives. As an example, faculty and students offered advice to students of the Miguel Grau High School for their "Science Fair" project. In fact, two groups of students developed their project based on the archaeology of the area. As part of these efforts, we engaged with the community regarding the expansion of the museum and arranged visits to various archaeological sites. Peruvian students used this learning platform to develop science posters to compete with other schools in the region. Local students visited Corral Redondo and also other archaeological sites such as Chillihuay. These events were well attended and generated lively discussions regarding the past and the future of region, as far as archaeology is concerned.

Field school students also participated in non-academic community building endeavors such as soccer, football, and basketball matches, all of which helped to create strong bonds of friendship and trust with members of the Iquipi community. Our final activity included an interactive workshop with the community held on the school premises. Visitors learned the basics of osteological analysis, reconstruction of ceramics, survey principles, *quipu* knotting and meaning, and use of drones for aerial photography and survey work.

In summary, our excavation results echo accounts by Peruvian scholars regarding the nature of the site. Corral Redondo was a highly ritualized site located at the juncture of two river drainages. Wari sherds recovered throughout the site reflect the extensive use of Corral Redondo during the Middle Horizon period (ca. 600-1,000 CE) outside of the Wari capital in Ayacucho. Evidence of Inca was limited to shell fragments of *Spondylus* in the area where Inca offerings were recovered between the two walls in the eastern portion of the site. Although the site was heavily looted, some original stratigraphy is still evident near the walls and we plan to carefully examine those in the 2019 season. Black, incised ceramics recovered at the site suggest a potential much earlier initial occupation of Corral Redondo, likely dated to the Formative Period (Chavin? Pukara?). This hypothesis too will have to be carefully examined in the 2019 season.