GUANACASTE ARCHAEOLOGICAL PROJECT, COSTA RICA

Course ID: ARCH 330G
July 3 – August 6, 2022

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

FIELD SCHOOL DIRECTORS:
Dr. Carrie Dennett, School of Arts & Culture, Red Deer Polytechnic (carrie.dennett@rdpolytech.ca)
Dr. Larry Steinbrenner, School of Arts & Culture, Red Deer Polytechnic (larry.steinbrenner@rdpolytech.ca)

OVERVIEW

Located on the delta of the Tempisque River in the province of Guanacaste, Palo Verde National Park and its surrounding environs in northwestern Costa Rica have long been recognized as key areas for the study of pre-Columbian and early Spanish colonial archaeology and history. The park, in the center of a densely populated and culturally diverse region, features deep archaeological sequences with some of the earliest evidence for human activity in this part of the country. It is also in the area where Spanish conquistadors first arrived in 1522—an event that forever changed the course of local history.

Established as a national nature reserve in 1980, Palo Verde is a protected Ramsar Wetland, wildlife refuge, and one of the last remaining tropical dry rainforests in the Neotropics. This environmentally complex delta area is home to the most diverse range of rare and/or endangered plants, animals, ecological niches, and pre-Columbian cultures identified in this part of Central America. Previous archaeological research in Palo Verde has identified a broad range of human activity areas, including open-air, cave, and lagoon sites as well as more complex, multi-functional communities demonstrating more than two millennia of occupation and exploitation (800 BCE – 1522 CE). Unfortunately, however, these incredibly important sites have been largely neglected in the 21st century and remain mostly uninvestigated.
The objectives of the Guanacaste Archaeological Project (GAP) are tied to research questions that focus on issues at the local, regional, and interregional scales. At the local level, the project seeks to better understand daily life by investigating site use and the range of site functions occurring in this estuary zone. At the regional level, the project seeks to refine the chronology of Guanacaste and reconstruct the local material culture sequence(s). Ceramics constitute the main artifact class encountered in the region and will be a principal focus of this investigation. Finally, at the interregional level, the project seeks to gather data necessary to articulate sites in Palo Verde with sites beyond northwestern Costa Rica using compositional analyses.

How did people live and thrive within estuary-related communities in the delta? Were sites occupied periodically, seasonally, or year-round, and did settlement patterns, lifeways and subsistence change and evolve over time? In the 2022 field season, GAP will begin to seek answers to these fundamental questions. Team members will assist in reconstructing the organization and function of individual sites within Palo Verde through recovery and analysis of material culture, exploring aspects of domestic life, seasonal mobility, foodways, and resource exploitation strategies in an unparalleled ecological setting. Ultimately, the data collected during the field season will contribute to a ‘big picture’ research program that is using ceramic data to reconstruct pre-Columbian exchange networks within northwestern Costa Rica and beyond.

Sponsored by the Smithsonian Institution, the Greater Nicoya Ceramic Project (GNCP) uses neutron activation and petrographic analysis to determine not only how and where ceramics were made, but also where they ended up—sometimes hundreds of kilometers away from their source. Although the GNCP has already made significant progress in reconstructing exchange networks in NW Costa Rica and Pacific Nicaragua—collectively known as Greater Nicoya—the Tempisque delta has remained as a gap in the knowledge base that needs to be filled. GAP’s participation in the ongoing GNCP means that interested students will have unique opportunities to participate in extracurricular clay collection expeditions, contribute to the development of broader research questions based on field excavations, and aid in the selection of ceramic samples destined for compositional analysis.

**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](http://bit.ly/2hvurkl).
PREREQUISITES
A positive attitude and a willingness to learn are the only requirements for this course. Otherwise, there are no prerequisites. Students will learn how to do basic archaeological excavation, research and analysis through hands-on, experiential learning conducted primarily in the field.

While Costa Rica is a Spanish-speaking country, Spanish fluency is not required, although students who can communicate in Spanish may have a richer experience.

Archaeology involves physical work and (in Costa Rica) exposure to hot, humid tropical conditions. Students should therefore be prepared for a considerably more strenuous experience than they might otherwise expect from either a university learning environment or an all-inclusive tropic resort! Expect to get dirty.

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 and programming prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it still complies with all our standards and policies, including those pertaining to student safety.

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 Travelguard.com are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you purchase such insurance, make sure the policy covers the cost of both airfare and tuition.

We do our best to follow a schedule of activities, methods training, and programming as outlined in this syllabus. However, this schedule can be easily disrupted by any number of unforeseen circumstances, including revised decisions by local permitting agencies, political unrest, and changes in the weather. While this schedule represents the best of the director(s) intentions, we - students and staff alike - need to be adaptable and tolerant of necessary alterations. This adaptability is an intrinsic part of all field research.

Although this project is located in a developed area of Costa Rica (with most modern amenities) and therefore does not have to deal with many of the logistical challenges associated with research in more remote areas, it remains true that archaeological field work in the countryside can involve long days that may be physically demanding. Average daily temperatures in Guanacaste during the field season will hover around the +86°F/30°C mark, with high humidity. Evenings are somewhat cooler, but do not expect accommodations to feature air conditioning (electric fans will be provided). Since July and August are in the rainy season, participants can expect a lot of wet weather, and occasional rainy days may limit time in the field. Participants can also expect to encounter bugs, spiders, amphibians, snakes, and other entertaining wildlife while in the field. This is not a summer vacation. We expect participants to be prepared and maintain a positive, flexible attitude.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the program director and staff.
COURSE OBJECTIVES

The objectives of this field school are to introduce students to the actual practice of field archaeology and to provide them with a basic understanding of the prehistory of northwestern Costa Rica and its place within the broader context of Central America and Mesoamerica. To achieve these objectives, students will first engage in one intensive week of classroom instruction and museum visits in Costa Rica’s capital city of San Jose. Cumulatively, this activity will provide:

- A basic theoretical knowledge of fundamental archaeological principles (stratigraphy, dating techniques, artifact classes, formation processes, etc.);
- An overview of the archaeology and cultural history of Central America and Mesoamerica, with particular emphasis on the archaeological subarea of Greater Nicoya and its southern sector in northwestern Costa Rica (i.e., Guanacaste and Nicoya); and
- A basic familiarity with the archaeological culture of Guanacaste, the region where excavations will take place in weeks 2 through 5.

Through hands-on experience in the field in Guanacaste’s Palo Verde National Park in weeks 2 through 5, students will acquire a working knowledge of most basic archaeological field methods, including survey, excavation, stratigraphic control, note-taking, laboratory classification and analysis, artifact inventory, and conservation. In the lab setting, students may have opportunities to focus on specific aspects of lab work (e.g., analysis, conservation, photography, illustration, etc.) and/or material culture classes that may interest them (e.g., ceramics, lithics, botanicals, etc.), although the focus will be on providing all students with exposure to the diverse range of tasks associated with lab work.

By participating in this field program, students will also become aware of the various challenges presented by archaeological research, including research design, data interpretation, and the logistics of managing a project subject to so many unknown variables.

LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- explain and summarize basic archaeological principles and analytical techniques;
- apply basic techniques of archaeological excavation and data collection in the field;
- apply basic techniques of artifact processing, analysis, and data collection in a lab setting;
- identify the major cultural groups of pre-contact Central America and Mesoamerica;
- identify the major cultural groups inhabiting northwestern Costa Rica/Greater Nicoya prior to European contact and summarize their distinctive cultural features (including their potential connections to cultural groups elsewhere);
- explain and evaluate hypotheses concerning the relationships between cultural groups in Costa Rica/Greater Nicoya and the actual archaeological evidence.
**ASSESSMENT**

The general framework of evaluation is presented below:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td><strong>EXAM:</strong> At the completion of the first week of the project, students will write a short exam covering (a) fundamental archaeological techniques (excavation, analysis, etc.) and (b) the archaeology and cultural history of Central America and Mesoamerica in general and Greater Nicoya more specifically.</td>
</tr>
<tr>
<td>15% (30% total)</td>
<td><strong>FIELD &amp; LAB WORK:</strong> Field activities may include (but are not necessarily limited to) survey, excavation, screening, tagging and bagging artifacts, mapping excavated units, drawing stratigraphic profiles, and data recording. Through daily practice, all students are expected to demonstrate progress towards a basic mastery of these skills over the course of 3-4 weeks in the field. Lab activities may include (but are not necessarily limited to) artifact processing and conservation (including washing, labelling, sampling and sorting, counting, weighing, measuring, cataloguing, inventorying, etc.) note taking, and illustration (drawing and photographing). All students are also expected to demonstrate progress towards a basic mastery of these skills over the course of 3-4 weeks in the field.</td>
</tr>
<tr>
<td>25%</td>
<td><strong>FIELD JOURNAL:</strong> Archaeologist Kent Flannery once wrote that archaeology is the only branch of anthropology in which we kill our informants. What he meant is that the archaeological record is destroyed in the process of its excavation. For this reason, note-taking is perhaps the most important task associated with field work; once the context is excavated, most future analysis and interpretation will be based on the notes that are recorded in the field. In the course of the project, you may be the first person to see and study a given artifact or archaeological content in centuries. It is therefore imperative that you record as much detail as you possibly can. Substandard note-taking will not be tolerated.</td>
</tr>
<tr>
<td>20%</td>
<td><strong>OVERALL PARTICIPATION &amp; COLLABORATION:</strong> Cooperation, positive attitude, willingness to work with others, and demonstrated interest in archaeological research are all elements that contribute to a successful field school. Archaeology is a team sport, and team members who do not pull their weight or otherwise shirk the responsibilities that they have agreed to accept by joining the project will not be tolerated.</td>
</tr>
</tbody>
</table>

**TRAVEL, ROOM & BOARD, & SAFETY LOGISTICS**

**COVID Disclaimer.** The logistics outlined below for this IFR field school were written according to the most current and accurate information available to IFR. We recognize that the best practices for preventing the transmission of the coronavirus may change in the coming months. The IFR will be revisiting program-specific plans periodically throughout the enrollment period and will update program details according to new developments, such as the presence and availability of vaccines, new travel protocols, and updates to local policies.
An IFR field school is designed to provide positive, constructive experiences for communities, students, and researchers. Amid the COVID-19 pandemic, the following protocols have been developed based on the assumption that any participant in an IFR field school may be an asymptomatic carrier of SARS COVID-19. Our goal, with these protocols, is to reduce the possibility for COVID-19 transmission among participants, staff, and local community members. IFR depends on the complete and sustained commitment of all students to stay healthy and to help others stay healthy. On enrollment, students commit to comply with all aspects of the IFR COVID-19 avoidance policy as well as any/all policies specific to their respective IFR field school.

PRIOR TO TRAVEL

We ask that all students participating in IFR programs be fully vaccinated, with the final dose having been administered at least 14 days prior to travel. Students must contact their local health authority and arrange a test for current infection for COVID-19 through a RT-PCR test for themselves in their home location within 72 hours prior to arrival at the destination and upload proof of negative result to their IFR application portal.

After demonstrating they have tested negative, students must take all precautions possible to ensure they remain COVID-19 free prior to and during travel to the field school. Students should plan to travel in the safest manner that they are able (e.g., avoid flights with long layovers and multiple connections). In addition, we require the following from all students: use of a face mask during travel to, from, and on airlines, ferries, trains, busses, and the like; regular washing of hands; and, in so far as possible, maintain social distancing of 6 feet / 2 meters in airports and other spaces.

VISA REQUIREMENTS

US and Canadian citizens may enter Costa Rica for up to 90 days for tourist or business purposes without a visa, provided that the following basic requirements are met:

- Passports MUST be valid for the period of your stay. We recommend that you make sure your passport is valid for at least one additional month (for Canadians, note that the Government of Canada specifically recommends that your passport be valid for at least one month beyond the date of your expected return to Canada).
- You must possess a ticket to exit Costa Rica within the maximum authorized period of 90 days.

For additional up-to-date information on visa requirements for Canadian and US travelers, including potential legal impediments that can prevent entry into Costa Rica, please visit:

- Costa Rican embassy in Canada: https://costaricaembassy.com/visas/

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

TRAVEL (TO AND DURING THE PROGRAM)

Due to ongoing uncertainties regarding the travel regulations related to COVID-19, IFR will assess the local conditions closer to the travel date (5-6 weeks prior to the program beginning) and will make Go/No Go decisions then. We urge you to participate in the mandatory orientation meeting when we will discuss the latest travel information and regulations. We also suggest you consider postponing the purchase of your airline ticket until after the program orientation.
COSTA RICAN TRAVEL POLICY

As of July 22, 2021, there are no quarantine or COVID-19 testing protocols in place for international travelers arriving to Costa Rica.

As of August 1, 2021, all tourists who are fully vaccinated against COVID-19 and inoculated with Moderna, Pfizer-BioNTech, AstraZeneca or Johnson & Johnson are free to enter the country without travel insurance. The last dose of the vaccine must have been applied at least 14 days before arrival in Costa Rica.

**Vaccinated tourists must attach the vaccination certificate to the Health Pass** (see directions on completing the Health Pass in the following section). As proof, vaccination certificates and vaccination cards that contain at least the following information will be accepted:

1. Name of the person who received the vaccine
2. Date of each dose
3. Pharmaceutical house

For US travelers, this information will be contained on your "COVID-19 vaccination record card".

Tourists not vaccinated, with incomplete vaccination or vaccinated with a serum other than those specified by the Costa Rican authorities, must purchase mandatory travel insurance that covers lodging in case of quarantine and medical expenses due to COVID-19 disease. For more information, see the Costa Rican embassy websites noted above.

**Project staff will meet students arriving to Costa Rica at the Juan Santa Maria International Airport (SJO) in San Jose on Sunday, July 3.** It is expected that students will arrive and depart Costa Rica via plane. Staff can accommodate varying arrival times (i.e., it is not required that all students arrive at exactly the same time), but students should try to coordinate their flights with project staff to arrive in late afternoon/early evening. More specific meeting times may be arranged closer to the start of the field school (once international flight schedules disrupted by the pandemic have stabilized). Masking is required in-vehicle at all times, with limited occupants per trip, subject to Costa Rican guidelines at the time of the field school. In commute, vehicle windows will be open for maximum ventilation, weather conditions permitting, and vehicles will be fully sanitized between trips.

If you missed your connection, your flight is delayed, or you have been held at the border for health reasons, please call, text or email the field school director immediately. A local emergency mobile phone number will be provided to all enrolled students.

LOCAL PROTOCOLS, REGULATIONS, & EXPECTATIONS

Visitors to Costa Rica are required to abide by national protocols for carrying out all tourist activities within the country. As of July 22, 2021, additional pandemic-related requirements have been implemented. All travelers are required to complete a digital HEALTH PASS form available at [https://salud.go.cr](https://salud.go.cr)

- Please note that the Health Pass can only be completed within 72 hours of arriving in the country. The form is accessible on most internet browsers except for Internet Explorer. One form must be completed per person, including minors, without exception.
In the capital city of San Jose, interaction with the local community will be limited to situations where everyone can maintain the required 6-foot/2-meter physical distance, wear masks, and ideally be outside, where possible. Please remember that protecting the health of citizens of Costa Rica is just as important as protecting the health of individuals associated with the project! Once inside Palo Verde National Park, potential interaction with non-project members will be greatly reduced and typically limited to park staff at the research station. Because the project and accommodations are in the same area, no additional protocols for travel to and from the site are required within the park. Up-to-date Palo Verde COVID-19 information available at:  [https://tropicalstudies.org/covid-info/](https://tropicalstudies.org/covid-info/)

**FACE MASKS / FACE COVERINGS**

All students, faculty and staff are expected to wear face coverings. Face masks, along with social distancing, are among the most effective ways of minimizing the spread of the coronavirus.

The objective of wearing a mask is to capture potentially infectious droplets from the wearer. Therefore:

- Masks or respirators that are equipped with an "exhalation valve" are not permitted, unless covered by another mask.
- Neck fleeces (gaiter masks) are considered the least effective form of face masks and are not permitted. (The material found in gaiters tend to break down larger droplets into smaller particles that are more easily carried away in the air.)
- Folded bandanas and knitted masks are ineffective and are not permitted.
- Masks must be worn so as to cover both the mouth and nose. If your mask becomes loose, it can be tightened by twisting the ear loops.

**ACCOMMODATIONS**

During the first week of the project in San Jose, students and non-Costa Rican staff will be housed in modest hotels (shared rooms) in San Jose, where hotel staff will regularly clean and disinfect high traffic areas and materials and dispose of potentially contaminated materials, in line with health and safety protocols in place at that time. To the greatest degree possible, students will be given an opportunity to meet other participants online and participate in the roommate selection process in the months leading up to the field program.

During the subsequent four weeks of the project, students and staff will stay in dormitories in Palo Verde National Park. Conditions will be basic but modern; air conditioning may not be available (fans are provided). Dormitory roommates will form teams to limit their non-distanced social contact with one another for the duration of the field program. While Palo Verde staff will maintain sanitary requirements in public areas at the research station, project members will be required to undertake daily sanitation of their personal living spaces. Expectations, cleaning agents, and other necessary materials will be provided at the park. Personal garbage will be disposed of according to protocol set forth by Palo Verde National Park. Laundry facilities are available on-site and students and staff are required to wash, hang, and retrieve their own personal items (including towels and bedding). A schedule for access will be created to ensure privacy as well as limit any unnecessary interaction in this space.

All participants in a field school, students, and staff, will wear masks while indoors (i.e., during lectures, during labs, in shared residential spaces, etc.). Regular hand washing will be a part of the project’s daily schedule.

All meals will be communal events. Meals during the first week in San Jose will comprise simple hotel restaurant and cafeteria fare. During the work week in the field, project personnel will be provided with
cooked meals prepared by kitchen staff at Palo Verde National Park. At no point will students be involved in the handling or preparation of meals. Students will be required to arrange for their own meals on free weekends and should avoid street foods. It is unlikely that we will be able to handle very specific dietary needs; loosely vegetarian diets can probably be accommodated (though options may be limited), but vegan, gluten-free and/or religion-based diets will be difficult to accommodate. For these reasons, students are required to indicate any potential dietary restrictions and/or food allergies during their application interviews with PIs. During sit-down meals where people are unmasked, care will be taken to maintain six feet of distance between dormitory teams.

MANAGING COVID-19 CASES & OUTBREAKS

In the event of COVID-19 cases occurring within the project crew (directors, students, and/or staff), affected individuals will isolate either in place at a hotel or at the research station. Individuals showing symptoms that will require quarantine past the end of the field season will be subject to whatever protocols may be in place at that time for both Costa Rica and the individual’s home country.

The closest health care facility to Palo Verde (Clinica CCSS Bagaces) is located roughly 20 km north of the site in the nearby town of Bagaces. There is also a full-amenity, 24-hour emergency hospital with ICU in the city of Liberia (Hospital San Rafael Arcángel), approximately 40 km from the research station. In San Jose, several modern hospitals (e.g., San Juan de Dios, Hospital Clinica La Catolica in Guadalupe) are accessible.

In the case of a renewed COVID-19 outbreak or other health/safety issue in the host country, the Palo Verde research station will allow the project crew to isolate in place.

EQUIPMENT LIST

<table>
<thead>
<tr>
<th>RECOMMENDED PERSONAL ITEMS:</th>
<th>EXCAVATION &amp; LAB KIT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Backpack and smaller daypack</td>
<td>(NOTE: this should all fit in a single pack or tool kit box)</td>
</tr>
<tr>
<td>● Shower towel</td>
<td>● 5” Marshalltown pointed mason’s trowel*</td>
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<tr>
<td>● Shower sandals</td>
<td>● 10” file (for sharpening trowel)*</td>
</tr>
<tr>
<td>● Shower caddy</td>
<td>● Swiss army knife or multi-tool*</td>
</tr>
<tr>
<td>● Wide brim hat or head cover</td>
<td>● 5-meter retractable measuring tape (metric)</td>
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<tr>
<td>● Bandanna</td>
<td>● Mason’s string (1 roll)</td>
</tr>
<tr>
<td>● Light jacket or raincoat</td>
<td>● Gardening gloves (1 pair)</td>
</tr>
<tr>
<td>● Long and short sleeve cotton shirts</td>
<td>● Flagging tape</td>
</tr>
<tr>
<td>● Light cotton work pants</td>
<td>● Carpenter’s line level (5)</td>
</tr>
<tr>
<td>● Shorts</td>
<td>● Plumb bob</td>
</tr>
<tr>
<td>● Socks (1 week’s supply)</td>
<td>● 1/2” and 1” soft paint brushes</td>
</tr>
<tr>
<td>● Underwear (1 week’s supply)</td>
<td>● Toothbrushes (2)</td>
</tr>
<tr>
<td>● Boots (must be worn in the field)</td>
<td>● Sharpie pens (1/2 dozen)</td>
</tr>
<tr>
<td>● Running shoes (for casual use)</td>
<td>● Mechanical pencils and drawing tools</td>
</tr>
<tr>
<td>● Sunglasses with UV protection</td>
<td>● Erasers</td>
</tr>
<tr>
<td>● Beach towel &amp; swimsuit</td>
<td>● Notebook(s)</td>
</tr>
<tr>
<td>● Sunscreen</td>
<td>● Digital camera (and/or phone or tablet)</td>
</tr>
<tr>
<td>● Insect repellent</td>
<td>● USB cables for charging digital devices</td>
</tr>
<tr>
<td>● Personal hygiene products and medication (as well as prescriptions)</td>
<td>*Cannot be carried in carry-on baggage; your excavation kit should be part of your checked baggage.</td>
</tr>
</tbody>
</table>
• Personal protective equipment (e.g., washable and/or disposable face masks, hand sanitizer, disposable gloves)
• Water bottle (at least 1 liter)
• Duct tape
• Flashlight
• Small travel first aid kit
• Travel security locks
• Ziploc bags (various sizes)

COURSE SCHEDULE

All IFR field school begins with safety orientation. This orientation addresses local and program protocols concerning student behavior, appropriate attire, local practices and sensibilities that may be unfamiliar, potential fauna and flora hazards, IFR harassment and discrimination policies, and the student Code of Conduct.

WEEK 1 (San Jose, July 3-9)

Sunday (July 3)

Students arrive in San Jose and are collected at SJO airport.

Monday-Friday (July 4-8)

The first full week of the project will involve classroom work at the University of Costa Rica campus and study visits to museums in San Jose. A tentative schedule of the first week (subject to change based on classroom progress) is provided below. If the opportunity arises, this schedule may also be supplemented by short evening guest lectures by local scholars.

<table>
<thead>
<tr>
<th>Morning (8:00 a.m. – 12:00 p.m.)</th>
<th>Afternoon (1:00-5:00 p.m.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Museum visit 1: Costa Rica National Museum</td>
</tr>
<tr>
<td>Welcome/ Introduction to the Project</td>
<td>Lecture Topic 2: Archaeology of Central America &amp; Mesoamerica: A Brief Overview</td>
</tr>
<tr>
<td>Readings: Renfrew &amp; Bahn chaps. 2-4; Fladmark.</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Lecture Topic 4: Basic Principles of Ceramic Analysis</td>
</tr>
<tr>
<td>Lecture Topic 1 continued</td>
<td>Readings: Knappett 2005.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Museum visit 2: Jade Museum</td>
</tr>
<tr>
<td>Lecture Topic 2 continued</td>
<td>Lecture Topic 4: Basic Principles of Ceramic Analysis</td>
</tr>
<tr>
<td>Thursday</td>
<td>Museum visit 3: Gold Museum; artisan’s market</td>
</tr>
<tr>
<td>Lecture Topic 3: Archaeology of NW Costa Rica &amp; Greater Nicoya</td>
<td>Museum visit 3: Gold Museum; artisan’s market</td>
</tr>
<tr>
<td>Friday</td>
<td>Museum visit 3: Gold Museum; artisan’s market</td>
</tr>
<tr>
<td>Lecture Topic 5: The Guanacaste Archaeological Project: Methodology &amp; Objectives</td>
<td>Museum visit 3: Gold Museum; artisan’s market</td>
</tr>
<tr>
<td>Readings: McCafferty &amp; Steinbrenner 2005; Steinbrenner and McCafferty 2021</td>
<td></td>
</tr>
</tbody>
</table>

Meals: During the week breakfast will be served at the hotel. Lunches will be served in UCR’s cafeteria. Dinners will be booked in various local restaurants. Social distancing will be practiced during all meals.
Saturday, July 9

Personal day with no organized group activities. Students may choose to explore the city, book day tours, or simply relax.

WEEKS 2-5 (Palo Verde July 10 - August 5; return to San Jose August 5 for August 6 departures)

Sunday, July 10

Sunday morning we will leave for Palo Verde in Guanacaste (a 4-5-hour trip) for the field work phase of the project. Sunday afternoon will be a free day. Once field work begins, we will follow the approximate daily schedule described below:

Weekdays (Monday-Friday):

6:00-6:45 a.m. Breakfast
7:00 a.m. - 12:00 p.m. Field survey/excavation (field time may vary depending on weather and/or progress)
12:00-2:00 p.m. Lunch and siesta break
2:00-5:00 p.m. Lab work & occasional guest lectures/discussions*
5:30-6:30 p.m. Dinner

Approximately 1-2 times per week (time permitting), there will be informal discussions of assigned readings and/or guest presentations. All project members are expected to participate in these activities. A list of specific readings for discussions will be provided at a later date. There will also be at least one day trip during this period to the local Indigenous potting community of Guaitil (a 1.5-hour drive from Bagaces), where much of the pottery for Costa Rica’s tourist market is manufactured.

Weekends:

● Saturdays will normally be free time but project members may occasionally be required to do lab work if processing of artifacts falls behind. Students who plan to book weekend excursions away from the project MUST clear their plans well in advance with project directors to avoid potential conflicts. In the event that project members are required to work on weekends, meals will be arranged.

● Sundays are normally personal time. Depending on the COVID-19 situation, however, students may be limited in the amount of travel they can undertake in their free time, in order to reduce exposure for both students and members of the local surrounding communities.

Friday, August 5

Return to San Jose in the morning. Afternoon is free time. Farewell supper will take place at approximately 6 p.m.

Saturday, August 6

Departures from SJO.
REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder. Students are encouraged to download and/or print readings prior to traveling. Course participants are expected to be prepared to engage the discussions led by facilitators, all of whom will be looking for compelling evidence that students have read and thought about the assigned readings prior to the scheduled day on which they are first discussed.

Creamer, Winifred

Fladmark, Knut
1978 A Guide to Basic Archaeological Field Procedures. Department of Archaeology, Simon Fraser University, Burnaby, BC.

Knappett, Carl

Lange, Frederick W.

McCafferty, Geoffrey G., and Larry Steinbrenner
2005 Chronological Implications for the Santa Isabel Project, Nicaragua. Ancient Mesoamerica 16(1):131-146.

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