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.

This field school continues to foster long-term relationships built between archaeologists and the people of Nepeña. Besides providing excavation skills in the field, locals that assist on the project are valuable collaborators that provide information on the local landscape and the cultural history of the area. This project also collaborates with the local primary school to establish field trips to visit the excavations, as well as has an open dialogue with the community in sharing findings from the season.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 6 semester credit units (equivalent to 9 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.

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 without injury.

COURSE/LEARNING OBJECTIVES

Students will gain knowledge 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 basic 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, pickaxes, and screens for recovery of artifacts. Students will work alongside experienced 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. Readings, field trips, 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.

**LEARNING OUTCOMES**

At the conclusion of this field school, students should be able to do the following:

- discuss the history of Pan de Azúcar de Nepeña and explain how this site fits within the broader cultural history of the region.
- explain the research questions addressed by the project and discuss how fieldwork relates to these questions.
- demonstrate a familiarity and proficiency with the application of basic archaeological methods, including excavation techniques, recording and processing finds in the field, and analysis in the lab.
- critically discuss ways in which colonial or conquest interactions are negotiated.
- successfully work in a team environment and to work alongside others with diverse backgrounds.

**ASSESSMENT**

Students will be evaluated on several criteria:

- Quiz based on required readings and introductory lectures: 10%
- Participation in fieldwork: 30%
- Participation in lab analysis: 30%
- Quizzes based on lectures, readings, and field trips: 10%
- Field and lab forms: 10%
- Field journal: 10%

All quizzes will consist of short answer and multiple choice. The first quiz (worth 10%) will take place on the second Monday after returning from the field. The second and third quiz (each worth 5%) will take place on the third and fourth Mondays after fieldwork. The field journal will act as the final quiz and will consist of field and laboratory observations and notes from lectures. The final section of the journal will be an entry on their overall experience on the field school, what they learned, and what skills or aspects of the field school they will integrate into their life moving forwards. The field journal is due the last Thursday of the field school.
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 in 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.

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.

TRAVEL, ROOM AND BOARD, AND SAFETY LOGISTICS

Disclaimer for 2022 Season

The logistics outlined below for this IFR field school were written according to the most current and accurate information available to IFR. The IFR will be revisiting program-specific plans periodically throughout the enrollment period and will update program details according to new developments, vaccine availability, new travel protocols, and updated 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**

To ensure everyone’s safety, the project requires all participants to be fully vaccinated at least two weeks before arriving in Peru. A photocopy of the signed COVID-19 Vaccination Record Card will need to be provided to the project directors before arrival.

Before arriving in Peru, students are responsible for providing a negative result from a molecular RT-PCR test no more than 72 hours before arrival. Student will also need to fill out and sign a sworn statement of health. You can access this form at [https://e-notificacion.migraciones.gob.pe/dj-salud/](https://e-notificacion.migraciones.gob.pe/dj-salud/). These two documents need to be printed out and they will be shown upon arrival. Additionally, these documents must be kept as they can be requested in Peruvian territory at any time.

Once showing they are negative, students must take all precautions possible to ensure they remain COVID-19 free prior to and during travel to the field school. In accordance with Peruvian regulations, the final flight arriving in Peru must not be longer than 8 hours. Flights arriving from South Africa, Brazil, and India are currently not permitted in the country. In addition, we require that all students use face masks during travel to, from, and on airlines, ferries, trains, busses, regularly wash their hands, and in so far as possible, maintain social distancing of 6 feet/2meters in airports, bus depots, and other public spaces. Current regulation in the International Jorge Chávez Airport in Lima is that you MUST wear a face mask AND a face shield.

**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.

**TRAVEL & MEETING POINT**

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.

Students will arrive in Peru on the first day of their session (Session 1: June 4 / Session 2: July 2) through the Jorge Chávez International Airport in Lima. 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 where they will stay for one night before traveling to Nepeña.

If you missed your connection or your flight is delayed, please call, text, or email Jenna Hurtubise (jrhurtubise@crimson.ua.edu) immediately. A local emergency cell phone number will be provided to all enrolled students.
LOCAL PROTOCOLS, REGULATIONS, AND EXPECTATIONS

Currently, as of May 2021, different regions of Peru have been labeled under different alert levels. Currently the department of Ancash (where Nepeña is located) is labeled Very High. Rules under this alert level are as follows:

- Monday to Sunday curfew from 10:00pm to 4:00am
- Personal travel is prohibited on Sunday. Taxis and public transportation are allowed.
- Beaches are closed

The town of Nepeña is small and isolated and therefore currently has a low incidence of COVID-19 cases. Residents of Nepeña wear masks and maintain social distance but are free to move around. When traveling to Chimbote and Trujillo it is likely that students will come into contact with locals as these are large cities. Outings will be monitored by the project directors to ensure safety protocols. The housing facility will allow for isolation in the case of a renewed outbreak, or other safety issues.

FACE MASKS/FACE COVERINGS

Face masks are required outside. You may be fined if you do not wear one. There are no exceptions for vaccinated individuals. In areas that are highly populated, such as shopping malls, department stores, grocery stores, and pharmacies, double masks are required, and face shields are recommended. You will not be permitted to enter these places without them. It is important to wash your hands frequently and respect social distancing guidelines.

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

- Masks/respirators that are equipped with an “exhalation valve” are not permitted.
- Neck fleeces (gaiter masks) are considered the least effective form of face masks and are not permitted.
- 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.

Additional masks will be provided by the project in case of emergency.

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 roommates will be assigned after arrival based on roommate answers from the field school application. This field school is an inclusive space, and we will make sure all co-habitations are comfortable. There are two shared bathrooms with heated showers. Cleaning will be done regularly to clean and disinfect high traffic areas of the house and materials. Potentially contaminated materials will be disposed of. Masks must be worn indoors in all shared spaces (e.g. during lectures, labs, kitchen).

Regular hand washing will be a part of the project’s daily schedule.

Laundry lines and sinks are available to do your own laundry. Access to a washing machine is available at the project cook’s (Veronica) house. Veronica will do your laundry for a small fee. Washing detergent must be provided by the student.

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 responsible for their individual meals; there are multiple options for food, including cooking at the house and restaurants in Nepeña. Veronica 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. Typical breakfasts include bread, eggs, and avocado. Typical lunches and dinners include rice, beans, and meat. Vegetables and fruit are served in small portions. It is recommended that you buy your own vegetables and store them in the kitchen if you need more vegetables in your diet.

Drinking water will be provided by program staff and is available for personal purchase in Nepeña.

MANAGING COVID-19 CASES AND OUTBREAKS

COVID-19 is clearly a major concern for the success of this field school. At present, Nepeña is a low-risk area within the country of Peru. Of course, this is a fluid situation so it is impossible to foresee what the condition will be in the summer of 2022.

Students and staff will maintain restrictive protocols outlined above, including masks, social distancing, and washing of hands. In the case a student or staff member has mild symptoms, an isolation/quarantine room will be set up for that individual to stay in. Symptoms will be closely monitored, and program staff will coordinate access to food, water, and a bathroom for 14 days. Two specific times will be provided for the person in quarantine to wash their clothes in one of the large sinks. During this time, all other houses members will not be in the same room/area and the area will be sanitized by program staff afterwards. Contact tracing will also be completed so as to communicate health and safety information to the local community and field school participants.

There is a small hospital in Nepeña. The regional hospital in the nearby city Chimbote (20 minutes away) has a COVID-specific ICU.

EQUIPMENT LIST

Mandatory Equipment

- Face masks (washable or disposable)
  - Washable: two or more layers of fabric that cover nose and mouth and fit snugly against face
  - Disposable: multi-layer surgical masks
- Gloves (yard work gloves)
- Hand sanitizer
- Pointing Trowel (4-5 inches long – for example Marshalltown)

SUGGESTED EQUIPMENT

- Pointed trowel (e.g., Marshalltown 5” masons hand trowel)
- Tape Measure (meters) – 5 meters long at least
- Dental/Nut picks
- Barbeque skewers
- Tweezers
- Notebook
- 2 paint brushes, 1 wide and 1 narrow (Any variety or price point works)
RECOMMENDED CLOTHES

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

MISCELLANEOUS SUGGESTIONS

- Water bottle
- Electrical adapter (e.g. Universal All in One Travel Adapter, Type C Plug Adapter)
- 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, cards, etc.

COURSE SCHEDULE

All IFR field school programs begin with a safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, and review of IFR harassment and discrimination policies and review of the Student Code of Conduct.

The following schedule reflects time spent in the field, laboratory, educational field trips, and two free days. Monday to Friday we are in the field excavating and conducting lab work in the afternoon. Saturdays are reserved for educational field trip where we will visit neighboring sites to help place Pan de Azúcar de Nepeña within the greater cultural history of the area. Lab work will also take place on Saturdays. During the “free day” on Sundays participants will be responsible for helping to tidy the house and helping with errands in Chimbote, as well as get the chance to use WIFI to communicate with family and friends. A typical week is shown below:
<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Clean house Errand run to Chimbote (WIFI/emails/groceries)</td>
<td>Fieldwork</td>
<td>Fieldwork</td>
<td>Fieldwork</td>
<td>Fieldwork</td>
<td>Fieldwork</td>
<td>Field Trip/Lecture</td>
</tr>
<tr>
<td>Afternoon</td>
<td>Quiz</td>
<td>Lab Work</td>
<td>Lab Work</td>
<td>Lab Work</td>
<td>Lab Work</td>
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<td>Lab Work</td>
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</tbody>
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REQUIRED READINGS FOR LECTURES

All readings will assist in better understanding the lectures and field trips and will be part of the quizzes. Additionally, these readings will allow students to gain an overall understanding of the cultural history of the valley and how Pan de Azúcar de Nepeña fits within it. The first group of readings will be discussed during the first few days of lecture and the following readings will be discussed after we return from the field trips. PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Readings to be completed before June 6 (Session 1) / July 4 (Session 2)

Covey, R. Alan

Daggett, C.

Hurtubise, Jenna

Keatinge, Richard W. and Geoffery W. Conrad

Moore, Jerry D. and C. J. Mackey

Panich, Lee M.

Scheele, Harry, and Thomas C. Patterson

Vogel, Melissa

Readings to be completed by June 11 (Session 1) / July 9 (Session 2)

Arkush, Elizabeth and Tiffany A. Tung

Ghezzi, Ivan
Readings to be completed by June 18 (Session 1) / July 16 (Session 2)

Helmer, Matthew, David Chicoine, and Hugo Ikehara

Trever, Lisa, Flannery Surette, and Jorge Gamboa

Readings to be completed by June 25 (Session 1) / July 23 (Session 2)

Chapdelaine, Claude

Klymyshyn, Alexandra M. Ulana

Verano, John