
ANTHROPOLOGY 3320/3322 ARCHAEOLOGICAL SUMMER FIELD SCHOOL

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Four weeks in May/June Intersession 2011

1.0 credit



COURSE CONTENT:

This course is a detailed, hands-on introduction to the practice of Andean field archaeology. Students will participate in intensive, problem-oriented, research excavations, and field laboratory work on an undisturbed archaeological site in the Virú Valley on the north coast of Peru. This is a course held in a remote location, requiring students to learn to live in a foreign cultural environment and to work together as a group while they learn field methods and contribute to the success of a long-term archaeological research project.

COURSE OBJECTIVES

The primary objective of the course is to provide students with instruction and practical experience in basic methods and techniques of archaeological fieldwork. The experience is gained in the context of a long-term research project designed to produce specimens, records, and data that will support further laboratory analysis and eventual publication of research results. Students thus will be making important contributions to the research while they are learning basic field methods. Through discussions and practical applications, students will develop a thorough understanding of how their work in the field relates to the overall research design of the Virú Polity Project.

COURSE EXPECTATIONS

Participants will be expected to master the general culture history of the Andean region prior to travelling to South America. They will also have at least basic Spanish communication skills before travelling to Peru so that they can make the most of their experience. Finally, in the field, participants will be expected to act as team members rather than students, as field assistants rather than tourists. Participants will engage with the other team members and with Peruvian colleagues and staff, working towards the greater good of the project.

REQUIRED TEXTS:

Millaire, Jean-François, with Magali Morlion (editors)
2009 *Gallinazo: An Early Cultural Tradition on the Peruvian North Coast*. Cotsen Institute of Archaeology, University of California, Los Angeles.

Moseley, Michael E.

2001 *The Incas and their Ancestors: The Archaeology of Peru*. Thames and Hudson, London.

TEACHING ASSISTANT:

This course has two teaching assistant (TA). The TAs will help you acclimatize to life in Peru and will supervise your work in the field and in the lab. They will also welcome the opportunity to help you understand specific aspects of Andean culture history.

CONTACTING THE INSTRUCTOR OR TAs BY EMAIL:

Please also note that if you contact us by email, only use your Western account (@uwo.ca); as a rule, incoming emails from other service providers will be ignored.

METHOD OF EVALUATION:

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|----|-----------------------------|-------|
| 1. | Fieldwork | (30%) |
| 2. | Laboratory work | (30%) |
| 3. | Report | (20%) |
| 4. | Poster / video presentation | (20%) |

1. FIELDWORK (40%)

To excel in this class, students must actively participate as responsible, self-starting members of a research team. This means working on the site every day, going on field trips, taking part in discussions, and doing independent readings. Evaluation will depend on the extent to which you meet these objectives. The field and laboratory methods covered in the course *may* include the following:

- Site gridding
- Triangulation techniques
- Optical transit setup and use
- EDM use (total station)
- EDM software and mapping
- Floor plan mapping
- Wall profile mapping
- Feature excavation
- Square excavation
- Completion and processing of level forms
- Completion and processing of feature forms
- Collection and processing of soil samples
- Collection and processing of radiocarbon samples
- Collection and processing of flotation samples
- Transect surveys
- GPS mapping
- USGS map and compass work
- UTM mapping
- Processing of site forms
- Production of site maps
- Lithic inventory and cataloguing
- Faunal inventory and cataloguing
- Lithic artefact classification
- Lithic raw material identification
- Faunal classification
- Collections cataloguing and coding
- Exposure to regional culture history

2. LABORATORY WORK (20%)

To excel in this class, students must also actively participate as responsible, autonomous laboratory assistants. This starts with making sure all artefacts and ecofacts from the field are properly cleaned, labelled, bagged and catalogued. Participants are also encouraged to undertake the study of a specific type of archaeological evidence in preparation of their report and spend time in the lab gathering data and conducting preliminary analyses.

3. REPORT (20%)

Back to Canada, students will write a report based on their field experience. The topic of the report will be selected after discussing with the instructor, based on the findings and interests of the students. The report can be either in the form of an academic paper or of a magazine article.

4. POSTER / VIDEO PRESENTATION (20%)

The final assignment will be a development or an offshoot of the report in the form of a poster *or* as a short video. The objective is to bring students to explore other-than-written-media of scholarly communication that are becoming ever more popular. Posters and videos represent creative and effective formats capable of reaching a wide audience and providing a visual message that individuals can view at their own pace (poster) and in different contexts (video).