



PROYECTO ARQUEOLOGICO ZULETA, ECUADOR

Course ID: ARCH 315Q

July 13 – August 16, 2026

Academic Credits: 8 Semester Credit Units

FIELD SCHOOL DIRECTORS

Dr. David O. Brown, Texas Archaeological Research Laboratory, University of Texas at Austin
(david.brown@mail.utexas.edu)

Will Pratt, Ph.D. Candidate, Geography and the Environment, University of Texas at Austin
(wpratt@utexas.edu)

Dr. J. Stephen Athens, International Archaeological Research Institute, Honolulu
(jsathens@iarji.org)

Dr. José Echeverría, Investigador, Universidad Técnica del Norte, Ibarra
(jhecheverria@utn.edu.ec)

Ryan Scott Hechler, Ph.D. Candidate, Anthropology, Tulane University
(rhechler@tulane.edu)



OVERVIEW

Nestled in a scenic valley where the Andes mountains meet the equator, Hacienda Zuleta is one of the largest concentrations of Pre-Columbian earthen mounds in the Americas. With over 140 hemispherical burial mounds and quadrangular pyramids originally documented, the site was one of the dominant political and ceremonial centers for the Cara people who occupied the northern Ecuadorian highlands from around 900 A.D. until the Spanish conquest. Until 1280 A.D., the Cara were composed of numerous disaggregated chiefdoms without any apparent major political centers. In 1280 A.D., Quilotoa volcano some 100 kilometers to the south, erupted spreading ash over most of the country. The eruption marked the transition in the region from the warm and wet conditions of the Medieval Climate Anomaly (MCA) to the cold and dry conditions of the Little Ice Age (LIA). Rather than exhibiting evidence of decline, the Cara flourished after the eruption and went on to build some of the largest monuments in Ecuadorian prehistory. They eventually became one of the most powerful groups in Ecuador, able to resist the advances of the Inka Empire for decades. By the time the Inka arrived, four major Cara polities had come to dominate the region, and Zuleta may have been the major center of one of these polities. How the impact of the eruption and the onset of the LIA may have contributed to the rise of the Cara is still poorly understood, but it raises questions about the development of complex societies and cultural adaptive responses to climatic and environmental perturbations.

Zuleta may have been the premier center for Cochecarangue, a territory extending from the site at Hacienda Zuleta in the south to Ibarra and Yahuarcocha in the north. After the long and brutal war with the Inka, the last of the Cara resistance was defeated at Yahuarcocha, a Quechua name that literally translates to “Lake of Blood”. By the time the Spanish arrived in Ecuador, Zuleta was abandoned. There is no evidence that the Inka ever occupied the site suggesting instead that abandonment may have taken place sometime around 1450 A.D. After the arrival of the Spanish, the area was converted to one of Ecuador’s first haciendas and eventually came under the ownership of the Plaza-Lasso family, one of the most influential families in the Republic of Ecuador. The hacienda was the farmstead of both President Leonidas Plaza and his son President Galo Plaza. Today, Hacienda Zuleta, with its quintessential early Spanish Colonial architecture, is widely regarded as one of the largest and most beautiful hacienda complexes in Ecuador. Zuleta hosts researchers from around the world and has been the focus of archaeological investigations, soil and afforestation studies, and research into the efficacy of ecosystem services payments. Hacienda Zuleta is also the site of one of the world’s few condor conservancies working towards saving the heavily endangered Andean condor and is home to a preserve that serves as a refuge for the endangered Andean spectacled bear.

Proyecto Arqueológico Zuleta (PAZ) is part of a broader team of researchers investigating the history, culture, and ecology of the northern Andes. Since 2016, we have conducted investigations at the Cara site of Cochasquí to increase our understanding of the chronology of the site, the post-Quilotoa changes, and the nature of the Inka occupation. In 2022, we shifted our focus to the mound site of Zuleta, the impact of the Quilotoa eruption on the site and its agriculture, and the cultural developments that took place throughout its history.

The 2026 excavations at Zuleta will build on previous excavations that have been focused on understanding the nature of the occupation at the site, the chronology of the site, the agricultural practices of its people, its place in the Inka conquest, and the site’s eventual abandonment. Prior to the Quilotoa eruption, the Cara built small hemispherical burial mounds where elites were interred with a small number of grave goods. After the eruption, the Cara began building massive quadrangular earthen pyramids with large circular structures and extended entry ramps. The methods used to construct these pyramids and their function in Cara society are still poorly understood. Some have suggested that they served as chiefly residences while others argue that they may have been the site of temples and religious

ceremonies. We will be conducting excavations atop some of the pyramids at Zuleta to investigate the nature of the activities that took place there. Excavations will be focused on exposing a large circular structure atop one of the larger pyramids and ground truthing several notable anomalies previously detected by gradiometer and ground penetrating radar.

We will also be carrying out excavations at the largest pyramid at the site, known as Pyramid ZZ. This pyramid was famously documented more than a century ago by the “father of Ecuadorian archaeology,” Jacinto Jijón y Caamaño, however our project is the first to perform actual excavations on this monumental feature. Excavation units will be continuing a grid established in 2025. Our initial research focused on determining upper levels of pyramid fill, confirming occupation levels, and investigating a collapsed structure, all of which will be continued. Additionally, anomalies detected via remote sensing will be ground-truthed with targeted excavation units. This mound has a modern trail that crosses its summit and it is an excellent focal point for engaging with local community members that pass by throughout the day.

This field season will also introduce a new research aspect focusing on the Spanish Colonial period (1530-1820) and exploring new areas for excavation. The goal of this new study is to understand the nature and timing of the early colonial occupation of the site, identify potential areas associated with hacienda laborers, and characterize the economic landscape within the hacienda and the region. Students will learn how historical research and archaeological surveys are implemented when developing these historical archaeological investigations. Surprisingly, archaeological research focused on the Spanish Colonial experience is limited in Ecuador, and this work will be a foundational contribution to this time period.

In addition to the in-field archaeological excavations, students will participate in laboratory identifying, cleaning, and classifying artifacts before preparing them for curation. Most of this work will consist of inventorying and classifying pottery fragments to prepare a detailed report on these archaeological remains. Other types of artifacts and samples, such as lithics, charcoal for radiocarbon dating, macrobotanical remains, or soil samples will also be processed for inventory, placed in a stable condition for analysis, and prepared for export or long-term storage in our on-site reserve. Another aspect of the laboratory work for 2026 will be the reconstruction of fragmented vessels, which will be a continuation of work begun in 2025.

Ultimately, our research at Zuleta seeks to better understand the development of complex societies, the formation of their cultural landscapes and landesque capital, and their responses to climate change and volcanic impacts.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units through our academic partner, Connecticut College. Connecticut College is a highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see assessment, below). 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’s home institution at no cost. Additional transcripts may be ordered at any time through the [National Student Clearinghouse](#).

PREREQUISITES

Though no prerequisites are required for attendance, preference will be given to students who have taken previous coursework in archaeology. Prospective students should understand that archaeological fieldwork is a serious and ultimately destructive undertaking with data not gathered lost for all time. Fieldwork involves intense physical labor outdoors, often under less-than-ideal conditions to achieve specific project related goals.

COURSE OBJECTIVES

The field school will introduce students to the basics of archaeological field investigations and provide a general introduction to Andean archaeology and paleoecology. Course work will include a combination of lectures, assignments, and hands-on training. Participants will conduct archaeological field investigations during the day under the guidance of professional archaeologists and attend occasional evening lectures on field methods, theory, Andean/Ecuadorian history and prehistory, and geoarchaeology. Students will spend some time in the lab cleaning and documenting collected materials. Each field school participant will also be required to design and implement an independent project during the field season. The goal of the field school will be to teach students the basics of research, the scientific method, hypothesis testing, and project development by encouraging participants to develop and test research questions as part of their final project in the field school.

LEARNING OUTCOMES

By the end of the field season, students should be able to discuss the goals of archaeological research, in general, and the animating questions at the core of archaeological investigations at Zuleta. Students should also be able to discuss the basics of the project's research design, including its theoretical relevance, why particular data collection methods are employed, and the significance of some of the findings. With respect to archaeological methods, participants should be able to demonstrate how to lay out excavation units, how to apply basic excavation and mapping techniques, what techniques might best be suited to particular contexts, how to complete archaeological paperwork, and how to identify, sort, catalog, and prepare artifacts for analysis. Students should also understand how to identify general soil types and should understand basic concepts of site formation, geomorphological processes, concepts of typology and cultural change through material items, as well as how evidence of material context can be related to evidence of cultural context.

ASSESSMENT

Students will be graded on a combination of comprehension of assigned reading topics and participation, field exercises, field notebooks, and a final research project.

Lectures and Readings (15%): Students will receive a portion of their final grade derived from their ability to articulate and form questions based on the content of lectures and assigned readings. Students may be asked to write brief summaries or be quizzed on the contents of specific readings during the course of the field school.

Participation in Field Exercises (30%): A portion of students' grades will be based on their daily participation in the operations of the project. Students will cycle through various operations and tasks during the season and will be expected to willingly and enthusiastically engage in those activities. Uncooperative or negative behaviors or shirking work will be graded accordingly. Students who willingly cooperate and demonstrate that they have gained a clear understanding of the tasks at hand will receive a higher grade.

Field Notebooks (25%): Notes and observations in the form of a field notebook are integral to the success and appropriate documentation of archaeological fieldwork. Students will be required to keep a complete and professionally acceptable journal of daily activities, archaeological findings and interpretations. Incomplete notebooks or inappropriate entries are unacceptable, and grades will be based on thoroughness, appropriate content, and a demonstration of an understanding of archaeological concepts will be graded positively.

Student Research Projects (30%): During the course of the program, students will be required to develop their own research projects in which they will form a hypothesis, develop a method to test the hypothesis, and form appropriate conclusions about their topic. Research projects will be developed by students according to their interests with the guidance of project directors and must be approved by directors before students begin conducting their research. Projects can involve observations from ongoing excavations or recording activities, analysis of artifacts, or related experimental activities with archaeological materials. Student projects should identify and investigate specific archaeological or anthropological problems that relate to the archaeology of the site or the region. Due to some of the ethical issues surrounding interviewing community members, students will not be able to conduct person-centered interviews as part of their project. Students will be required to report on their findings in a professional-style presentation to other members of the project during the final week of the field school and present a final paper detailing their project to be emailed to the directors a week after the end of the field school. Students must present and submit a final paper to receive credit for the project. Final papers must include a title, introduction, background, methodology, discussion, conclusion, and references sections. Papers should be 7 to 10 pages long (not including images within reason), double spaced, in 12-point Times New Roman font.

COURSE SCHEDULE

All IFR field schools begin with a 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.

Note: Ideally, students will begin readings before the start of the field school. Readings should be completed by the date on which they are listed. Required and recommended readings relate directly to the associated lecture topics, usually by providing some of the broader research or cultural context. Lectures will not necessarily be a discussion of the readings, but students should be able to demonstrate their familiarity with the reading material with informed questions and discussion during the lectures and the rest of their time at the field school. More advanced students, such as those who are about to complete or have completed their undergraduate degree and are looking towards applying to graduate programs, are strongly encouraged to complete as many of the recommended readings as they can.

The regular work week will consist of 8-hour in-field workdays Monday through Friday with a 30-minute lunch break in the field. Breakfast at the hotel will be at 7am where students will also make and pack their own lunch to be eaten in the field. We will depart the hotel at 8am to begin field activities and until 4pm when students will return to the lab to check-in artifacts and discuss the day's activities. Afterwards, students will be allowed to return to the hotel to clean up before lectures or dinner. On days when no lectures are scheduled, students will be expected to spend some time working on their notes, projects, or other project related activities. On days where lectures are scheduled, fieldwork will end an hour early and students will arrive promptly to the lecture area by 5pm having read the associated readings, ready to take notes and ask questions. Dinner will be held after the scheduled lecture time at 7pm. Because archaeological field conditions and discoveries are unpredictable, students should be prepared for the possibility that on rare occasions they may need to stay in the field after the end of the regular workday

to help ensure that artifacts or samples requiring special care or documentation are recovered and stored appropriately.

The lecture schedule will generally be adhered to but could change based on the availability of visiting experts. Most of the lectures will be at our lecture hall in the hacienda, but some may occur on field trips or in the field. Unexpected visitors may be invited to present previously unannounced lectures and students should be prepared to attend and take notes. Cultural events such as musical guests or talks from local leaders may be held in the evening or accompany dinner. Students will be informed ahead of time of any changes to the lecture schedule as soon as possible but should recognize that some events or visits are unexpected.

Saturday will largely be dedicated to planned field trips or cultural excursions which generally begin after breakfast. Although three field trips are listed on the schedule, we may add additional field trips or change the scheduled date of some of the planned trips. The schedule for field trips will generally be adhered to but may vary depending on a number of factors. Field trips are sometimes to remote locations and unexpected community events, local weather conditions, or roadways in disrepair may make travel to some of these sites unreasonable. Students should prepare for some variation in the schedule and expect the unexpected.

Sundays will be free days for students, though occasional short field trips to nearby sites may be available to those who are interested. Otherwise, students will be allowed to spend these days as they wish as long as they remain within walking distance of the Zuleta community. Travel by car or by bus outside of the planned field school activities will require approval from a field school director on a case-by-case basis. Students are welcome and even encouraged to explore the community and the hacienda area on foot as long as they return to a project facility (e.g. lab, dining hall, hotel) by 7pm. Students who plan to miss dinner should let the directors know at least 24 hours in advance so that changes to dinner can be arranged with the cooks.

Student projects will require some amount of original research/fieldwork/lab work and students should be prepared to spend some of their free time during the week and on the weekend working on their project. Ideally, students will begin working on their projects by at least the second week of the program. Most students who wait until the last minute to begin their projects end up regretting it. All students will be given at least one day during the normal work week to be excused from normal fieldwork to work on their research projects, but this must be arranged in advance with the crew lead and field school directors.

Readings Prior to Arrival:

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder (2009) Chapter 1: Introduction and Chapter 2: Goals of Archaeological Investigation. In *Field Methods in Archaeology*. Pp. 1-20. London and New York: Taylor & Francis.

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder (2009) Chapter 4: Site Survey and Chapter 5: Methods of Excavation. In *Field Methods in Archaeology*. Pp. 41-112. London and New York: Taylor & Francis.

Currie, Elizabeth J. (2001) A Late Period Caranqui Chiefdom in the Northern Highlands of Ecuador: Archaeological Investigations at Hacienda Zuleta. Internet Archaeology 10. Available from: http://intarch.ac.uk/journal/issue10/currie_index.html.

Week 1		Monday July 13-Sunday July 19		
Monday, July 13	8:00 AM-12:00 PM	Airport Pickups		
	12:00 PM	Lunch		
	1:00-7:00 PM	Airport Pickups		
	7:00 PM	Dinner		
	8:00 PM-2:00 AM	Airport Pickups		
Tuesday, July 14	9:00 AM	Students meet in dining area for breakfast and to make their own lunch		
	10:00 AM-12:00 PM	Safety, Orientation, Introduction to Project & Hacienda Zuleta		
	12:00 PM	Lunch		
	12:30-5:00 PM	Site Tour		
	5:00-7:00PM	Lecture 1: Field Methods I – General Survey and Excavation		
	7:00 PM	Dinner		
	Lecture Readings:			
	Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder (2009) Chapter 6: Data Preservation: Recording and Collecting. In <i>Field Methods in Archaeology</i> . Pp. 113-142. London and New York: Taylor & Francis.			
	Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder (2009) Chapter 7: The Handling and Conservation of Artifacts in the Field. In <i>Field Methods in Archaeology</i> . Pp. 143-158. London and New York: Taylor & Francis.			
	Recommended Readings:			
Uhle, Max (1954[1923]) The Aims and Results of Archaeology. In <i>Max Uhle, 1856-1944: A Memoir of the Father of Peruvian Archaeology</i> . John H. Rowe, ed. & trans. Pp. 54-100. Berkeley: University of California Press.				
Wednesday, July 15	7:00 AM	Students meet in dining area for breakfast and to make their own lunch		
	8:00 AM-12:00 PM	Introduction to Fieldwork (Survey)		
	12:00 PM	Lunch		
	12:30-4:00 PM	Introduction to Fieldwork (Excavation)		
	4:00-5:00PM	Lab Check-In		
	5:00-7:00PM	Students write notes or work on research project		
	7:00 PM	Dinner		
Thursday, July 16	7:00 AM	Students meet in dining area for breakfast and to make their own lunch		
	8:00 AM-12:00 PM	Fieldwork		
	12:00 PM	Lunch		

	12:30-3:00 PM	Fieldwork
	3:00-4:00 PM	Lab Check-In
	5:00-7:00PM	Lecture 2: Regional History I – The Integration Period
	7:00 PM	Dinner
	Lecture Readings:	
	Athens, J. Stephen (1992) Ethnicity and Adaptation: The Late Period-Cara Occupation in Northern Highland Ecuador.	
	Brown, David (2023) "PAZ Y GUERRA EN LA SIERRA NORTE DEL ECUADOR: LAS PODEROSAS CULTURAS DE LA INTEGRACIÓN TARDÍA." Boletín Academia Nacional de Historia 101 (209): 77–127.	
	Recommended Readings:	
	Bray, Tamara (2008) Late Pre-Hispanic Chiefdoms of Highland Ecuador. In <i>Handbook of South American Archaeology</i> . H. Silverman and H. Isbell, eds. Pp 527-543, Vol 3. Springer, New York.	
Friday, July 18	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-4:00 PM	Fieldwork
	4:00-5:00 PM	Lab Check-In – <u>Students Turn in Field Notebooks for Review</u>
	5:00-7:00PM	Students write notes or work on research project
	7:00 PM	Dinner
Saturday, July 19	All Day	Field Trip to Yahuarcocha and the Caranqui Baths
Sunday, July 20	All Day	Free Day (Students are required to return to lodging by 7:00 PM)
Week 2 Monday July 21-Sunday July 27		
Monday, July 21	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-4:00 PM	Fieldwork
	4:00-5:00 PM	Lab Check-In
	5:00-7:00PM	Students write notes or work on research project
	7:00 PM	Dinner
Tuesday, July 22	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork

	12:00 PM	Lunch
	12:30-3:00 PM	Fieldwork
	3:00-4:00 PM	Lab Check-In
	5:00-7:00 PM	Lecture 3: Regional Geography – Climate, Volcanism, and Wetland Agriculture
	7:00 PM	Dinner
	Lecture Readings:	
	Knapp, Gregory, and William M. Denevan (1985) The Use of Wetlands in the Prehistoric Economy of the Northern Ecuadorian Highlands. In <i>Prehistoric Intensive Agriculture in the Tropics</i> , edited by Ian S. Farrington, pp. 185-207. Oxford: British Archaeological Reports.	
	Recommended Readings:	
	Knapp, Gregory, and Patricia A. Mothes (1998) Quilotoa Ash and Human Settlements in the Equatorial Andes. In <i>Actividad Volcánica y Pueblos Precolombinos en el Ecuador</i> , edited by Patricia Mothes, pp. 149-156. Abya-Yala, Quito.	
	Ledru, Marie-Pierre, Vincent Jomelli, Pablo Samaniego, Mathias Vuille, S. Hidalgo, Marjiori Herrera, and C. Ceron (2013) The Medieval Climate Anomaly and the Little Ice Age in the Eastern Ecuadorial Andes. <i>Climate of the Past</i> 9(1):307-321.	
Wednesday, July 23	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-4:00 PM	Fieldwork
	4:00-5:00PM	Lab Check-In
	5:00-7:00PM	Students write notes or work on research project
	7:00 PM	Dinner
Thursday, July 24	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-3:00 PM	Fieldwork
	3:00-4:00 PM	Lab Check-In
	5:00-7:00PM	Lecture 4: Archaeological Theory I – Implementing Theory
	7:00 PM	Dinner
	Lecture Readings:	
Trigger, Bruce G. (2006) Chapter 9: Pragmatic Synthesis. In <i>A History of Archaeological Thought</i> . Pp. 484-528. Cambridge: Cambridge University Press.		
Recommended Readings:		

	Trigger, Bruce G. (2006) Chapter 10: The Relevance of Archaeology. In <i>A History of Archaeological Thought</i> . Pp. 529-548. Cambridge: Cambridge University Press.	
Friday, July 25	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-3:00 PM	Fieldwork
	3:00-4:00 PM	Lab Check-In – <u>Students Turn in Field Notebooks for Review</u>
	5:00-7:00PM	Lecture on Hacienda History
	7:00 PM	Dinner
	Recommended Readings:	
Saturday, July 26	Balanzátegui Moreno, Daniela C., and Génesis I. Delgado Vernaza (2024) “Positioning Maroon Archaeologies to Face Racial Violence in Ecuador.” <i>American Antiquity</i> 89 (4): 664–82.	
	Jamieson, Ross W. (2014) “Hacienda Ruins as Sites of Difficult Memory in Chimborazo, Ecuador.” <i>Journal of Social Archaeology</i> 14 (2): 224–43.	
	All Day	Field Trip to Inka Fortresses at Pambamarca
Sunday, July 27	All Day	Free Day (Students are required to return to lodging by 7:00 PM)
Week 3 Monday July 28-Sunday Aug. 3		
Monday, July 28	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-4:00 PM	Fieldwork
	4:00-5:00 PM	Lab Check-In
	5:00-7:00PM	Students write notes or work on research project
	7:00 PM	Dinner
Tuesday, July 29	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-3:00 PM	Fieldwork
	3:00-4:00 PM	Lab Check-In
	5:00-7:00PM	Lecture 5: Field Methods II – Geoarchaeology and Paleoecology
	7:00 PM	Dinner

	Lecture Readings:	
	Rapp, George, and Christopher L. Hill (2006) Chapter 2: Sediments, Soils, and Environmental Interpretations. In <i>Geoarchaeology</i> . 2nd ed. Pp. 25-59. Yale University Press: New Haven and London.	
	Pearsall, Deborah M. (2015) Chapter 1: The Paleoethnobotanical Approach. In <i>Paleoethnobotany: A Handbook of Procedures</i> . 3rd edition. Walnut Creek, California: Routledge.	
	Recommended Readings:	
	Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder (2009) Chapter 10: Stratigraphy: Recording and Collecting. In <i>Field Methods in Archaeology</i> . Pp. 235-252. London and New York: Taylor & Francis.	
	Wilson, Clare, Ian A. Simpson, and Elizabeth J. Currie (2002) Soil Management in Pre-Hispanic Raised Field Systems: Micromorphological Evidence from Hacienda Zuleta, Ecuador. <i>Geoarchaeology</i> 17(3):261-283.	
	Orlando, Ludovic, Robin Allaby, Pontus Skoglund, Clio Der Sarkissian, Philipp W. Stockhammer, María C. Ávila-Arcos, Qiaomei Fu, et al. (2021) "Ancient DNA Analysis." <i>Nature Reviews Methods Primers</i> 1(14):1-26.	
Wednesday, July 30	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-4:00 PM	Fieldwork
	4:00-5:00PM	Lab Check-In
	5:00-7:00PM	Students write notes or work on research project
	7:00 PM	Dinner
Thursday, July 31	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-3:00 PM	Fieldwork
	3:00-4:00 PM	Lab Check-In
	5:00-7:00PM	Lecture 6: Regional History II – Inka and Spanish Invasions
	7:00 PM	Dinner
	Lecture Readings:	
	Brown, David O., Byron Camino, and Mark D. Willis (2010) Some observations on Inka Fortresses of Western Highland Ecuador. <i>INPC Journal</i> 2:42-56.	
	Brown, David O. (1998) Water and Power in the Provinces: Water Management in Inka Centers of the Central Highlands of Peru. <i>Tawantinsuyu</i> 5:23-36.	
	Recommended Readings:	

	<p>Bray, Tamara L., and José H. Echeverría Almeida (2014) The Late Imperial Site of Inca-Caranqui, Northern Highland Ecuador: At the End of Empire. <i>Ñawpa Pacha: Journal of Andean Archaeology</i> 34(2):177-199.</p> <p>Rowe, John Howland (2011) Ecuador under the Inca Empire: The Incas in Quito. In <i>Costume and History in Highland Ecuador</i>. Ann Pollard Rowe, ed. Pp. 70-84, 318-320. Austin: University of Texas Press.</p>	
Friday, Aug. 1	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-4:00 PM	Fieldwork
	4:00-5:00 PM	Lab Check-In – <u>Students Turn in Field Notebooks for Review</u>
	5:00-7:00PM	Free Time
	7:00 PM	Dinner
Saturday, Aug. 2	All Day	Participant Archaeology – Traditional Pottery in La Rinconada de Angochagua
Sunday, Aug. 3	All Day	Free Day (Students are required to return to lodging by 7:00 PM)
Week 4 Monday Aug. 4-Sunday Aug. 10		
Monday, Aug. 4	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-4:00 PM	Fieldwork
	4:00-5:00 PM	Lab Check-In
	5:00-7:00PM	Students write notes or work on research project
	7:00 PM	Dinner
Tuesday, Aug. 5	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-3:00 PM	Fieldwork
	3:00-4:00 PM	Lab Check-In
	5:00-7:00PM	Lecture 7: Research Design –Research and Complex Societies y
	7:00 PM	Dinner
	Lecture Readings:	

	<p>Hechler, Ryan Scott (2021) Over the Andes, and Through their Goods: Integration Period Relations in Northern Ecuador. In <i>The Archaeology of the Upper Amazon: Complexity and Interaction in the Andean Tropical Forest</i>. Ryan Clasby and Jason Nesbitt, eds. Pp. 208-227. Gainesville: University Press of Florida.</p> <p>Carneiro, Robert L. (1998) What Happened at the Flashpoint?: Conjectures on Chiefdom Formation at the Very Moment of Conception. In <i>Chiefdoms and Chieftaincy in the Americas</i>. Elsa M. Redmond, ed. Pp. 18-42. Gainesville: University Press of Florida.</p> <p>Recommended Readings:</p> <p>Villamarín, Juan A., and Judith E. Villamarín (1999) Chiefdoms: The Prevalence and Persistence of “Señoríos Naturales” 1400 to European Conquest. In <i>The Cambridge History of the Native Peoples of the Americas</i>. Frank Salomon and Stuart B. Schwartz, eds. Pp. 577-667, Vol. 3: South America, Part 1. Cambridge: Cambridge University Press. Read:</p> <ul style="list-style-type: none"> • Some General Characteristics of Chiefdoms (pp. 622-628) • Chiefdoms and Empire in the Andean Regions (pp. 628-629) • Northern Andes (Ecuador) (pp. 648-653) • Conclusion (pp. 653-656) <p>Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder (2009) Chapter 3: Research Design and Sampling Techniques. In <i>Field Methods in Archaeology</i>. Pp. 21-40. London and New York: Taylor & Francis.</p>														
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	Bray, Tamara (2005) Multi-Ethnic Settlement and Interregional Exchange in Pimampiro, Ecuador. <i>Journal of Field Archaeology</i> 30(2):119-141.	
Friday, Aug. 8	7:00 AM	Students meet in dining area for breakfast and to make their own lunch
	8:00 AM-12:00 PM	Fieldwork
	12:00 PM	Lunch
	12:30-4:00 PM	Fieldwork
	4:00-5:00 PM	Lab Check-In – <u>Students Turn in Field Notebooks for Review</u>
	5:00-7:00PM	Free Time
	7:00 PM	Dinner
Saturday, Aug. 9	All Day	Research Project Workday
Sunday, Aug. 10	All Day	Free Day (Students are required to return to lodging by 7:00 PM)
Week 5 Monday Aug. 11-Saturday Aug. 16		
Monday, Aug. 11	All Day	Final Day of Excavations - Students draw profiles and finalize paperwork and notes
Tuesday, Aug. 12	All Day	Close and Backfill Excavations
Wednesday, Aug. 13	All Day	Organize materials and prepare them for storage – <u>Field Notebooks Turned In</u>
Thursday, Aug. 14	All Day	Final Research Project Presentations
Friday, Aug. 15	8:00 AM-12:00 PM	Continue with Project Presentations & Conduct Project Evaluations
	After 12:00 PM	End of Field Season Celebration
Saturday, Aug. 16	All Day	Students are taken to airport or begin their travels

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.

Athens, J. Stephen

- 1992 Ethnicity and Adaptation: The Late Period-Cara Occupation in Northern Highland Ecuador.

Brown, David O.

- 1998 Water and Power in the Provinces: Water Management in Inka Centers of the Central Highlands of Peru. *Tawantinsuyu* 5:23-36.

- 2023 PAZ Y GUERRA EN LA SIERRA NORTE DEL ECUADOR: LAS PODEROSAS CULTURAS DE LA INTEGRACIÓN TARDÍA. *Boletín Academia Nacional de Historia* 101 (209): 77–127.

Brown, David O., Byron Camino, and Mark D. Willis

- 2010 Some observations on Inka Fortresses of Western Highland Ecuador. *INPC Journal* 2:42-56.

Carneiro, Robert L.

- 1998 What Happened at the Flashpoint?: Conjectures on Chiefdom Formation at the Very Moment of Conception. In *Chiefdoms and Chieftaincy in the Americas*. Elsa M. Redmond, ed. Pp. 18-42. Gainesville: University Press of Florida.

Currie, Elizabeth J.

- 2001 A Late Period Caranqui Chiefdom in the Northern Highlands of Ecuador: Archaeological Investigations at Hacienda Zuleta. *Internet Archaeology* 10. Available from: http://intarch.ac.uk/journal/issue10/currie_index.html.

Hechler, Ryan Scott

- 2021 Over the Andes, and Through their Goods: Integration Period Relations in Northern Ecuador. In *The Archaeology of the Upper Amazon: Complexity and Interaction in the Andean Tropical Forest*. Ryan Clasby and Jason Nesbitt, eds. Pp. 208-227. Gainesville: University Press of Florida.

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder

- 2009 Chapter 1: Introduction. In *Field Methods in Archaeology*. Pp. 41-112. London and New York: Taylor & Francis.

Chapter 2: Goals of Archaeological Investigation. In *Field Methods in Archaeology*. Pp. 1-20. London and New York: Taylor & Francis.

Chapter 4: Site Survey. In *Field Methods in Archaeology*. Pp. 41-112. London and New York: Taylor & Francis.

Chapter 5: Methods of Excavation. In *Field Methods in Archaeology*. Pp. 41-112. London and New York: Taylor & Francis.

Chapter 6: Data Preservation: Recording and Collecting. In *Field Methods in Archaeology*. Pp. 113-142. London and New York: Taylor & Francis.

Chapter 7: The Handling and Conservation of Artifacts in the Field. In *Field Methods in Archaeology*. Pp. 143-158. London and New York: Taylor & Francis.

Knapp, Gregory, and William M. Denevan

- 1985 The Use of Wetlands in the Prehistoric Economy of the Northern Ecuadorian Highlands. In *Prehistoric Intensive Agriculture in the Tropics*, edited by Ian S. Farrington, pp. 185-207. Oxford: British Archaeological Reports.

Pearsall, Deborah M.

- 2015 Chapter 1: The Paleoethnobotanical Approach. In *Paleoethnobotany: A Handbook of Procedures*. 3rd edition. Walnut Creek, California: Routledge.

Rapp, George, and Christopher L. Hill

- 2006 Chapter 2: Sediments, Soils, and Environmental Interpretations. In *Geoarchaeology*. 2nd ed. Pp. 25-59. Yale University Press: New Haven and London.

Trigger, Bruce G.

- 1990 Monumental Architecture: A Thermodynamic Explanation of Symbolic Behaviour. *World Archaeology* 22(2):119-132.

Trigger, Bruce G.

- 2006 Chapter 9: Pragmatic Synthesis. In *A History of Archaeological Thought*. Pp. 484-528. Cambridge: Cambridge University Press.

RECOMMENDED READINGS

Balanzátegui Moreno, Daniela C., and Génesis I. Delgado Vernaza

- 2024 Positioning Maroon Archaeologies to Face Racial Violence in Ecuador. *American Antiquity* 89 (4): 664–82.

Bray, Tamara

- 2005 Multi-Ethnic Settlement and Interregional Exchange in Pimampiro, Ecuador. *Journal of Field Archaeology* 30(2):119-141.

- 2008 Late Pre-Hispanic Chiefdoms of Highland Ecuador. In *Handbook of South American Archaeology*. H. Silverman and H. Isbell, eds. Pp 527-543, Vol 3. Springer, New York.

Bray, Tamara L., and José H. Echeverría Almeida

- 2014 The Late Imperial Site of Inca-Caranqui, Northern Highland Ecuador: At the End of Empire. *Ñawpa Pacha: Journal of Andean Archaeology* 34(2):177-199.

Jamieson, Ross W.

- 2014 Hacienda Ruins as Sites of Difficult Memory in Chimborazo, Ecuador. *Journal of Social Archaeology* 14 (2): 224–43.

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder

2009 Chapter 3: Research Design and Sampling Techniques. In *Field Methods in Archaeology*. Pp. 21-40. London and New York: Taylor & Francis.

Chapter 10: Stratigraphy: Recording and Collecting. In *Field Methods in Archaeology*. Pp. 235-252. London and New York: Taylor & Francis.

Knapp, Gregory, and Patricia A. Mothes

1998 Quilotoa Ash and Human Settlements in the Equatorial Andes. In *Actividad Volcánica y Pueblos Precolombinos en el Ecuador*, edited by Patricia Mothes, pp. 149-156. Abya-Yala, Quito.

Ledru, Marie-Pierre, Vincent Jomelli, Pablo Samaniego, Mathias Vuille, S. Hidalgo, Marjiori Herrera, and C. Ceron

2013 The Medieval Climate Anomaly and the Little Ice Age in the Eastern Equatorial Andes. *Climate of the Past* 9(1):307-321.

Orlando, Ludovic, Robin Allaby, Pontus Skoglund, Clio Der Sarkissian, Philipp W. Stockhammer, María C. Ávila-Arcos, Qiaomei Fu, et al.

2021 Ancient DNA Analysis." *Nature Reviews Methods Primers* 1(14):1-26.

Rowe, John Howland

2011 Ecuador under the Inca Empire: The Incas in Quito. In *Costume and History in Highland Ecuador*. Ann Pollard Rowe, ed. Pp. 70-84, 318-320. Austin: University of Texas Press.

Trigger, Bruce G.

2006 Chapter 10: The Relevance of Archaeology. In *A History of Archaeological Thought*. Pp. 529-548. Cambridge: Cambridge University Press.

Uhle, Max

1954 [1923] The Aims and Results of Archaeology. In *Max Uhle, 1856-1944: A Memoir of the Father of Peruvian Archaeology*. John H. Rowe, ed. & trans. Pp. 54-100. Berkeley: University of California Press.

Villamarín, Juan A., and Judith E. Villamarín

1999 Chiefdoms: The Prevalence and Persistence of "Señoríos Naturales" 1400 to European Conquest. In *The Cambridge History of the Native Peoples of the Americas*. Frank Salomon and Stuart B. Schwartz, eds. Pp. 577-667, Vol. 3: South America, Part 1. Cambridge: Cambridge University Press. Read:

- Some General Characteristics of Chiefdoms (pp. 622-628)
- Chiefdoms and Empire in the Andean Regions (pp. 628-629)
- Northern Andes (Ecuador) (pp. 648-653)
- Conclusion (pp. 653-656)

Wilson, Clare, Ian A. Simpson, and Elizabeth J. Currie

2002 Soil Management in Pre-Hispanic Raised Field Systems: Micromorphological Evidence from Hacienda Zuleta, Ecuador. *Geoarchaeology* 17(3):261-283.