



Duke University Talent Identification Program

NORTH CAROLINA
AND PERU

Grades 10–12

July 12–25, 2009

\$3950*

Airports:
Arrive to NC:
Charlotte Douglas
International (CLT)
Return from Peru:
Miami International
(MIA)

*Airfare, books and
some meals are not
included



2009 FIELD STUDY PROGRAM

Archaeology and Anthropology

Students will explore the complex and often hostile encounters of Native American and Spanish cultures in the Americas during the 16th century, from the early toppling of the Inca Empire in South America in 1532 to the first European settlement in the interior of the United States at Fort San Juan 35 years later, more than 2,000 miles away! With a unique opportunity to conduct archaeological excavations at Fort San Juan paired with visits to important Incan sites, students will gain new insight into archaeological methods and techniques, Spanish colonialism and conquest, as well as the Native American Indian's response in both North and South America.

Notable Attractions and Excursions

- Begin the course at the Berry site in North Carolina to excavate the remains of Fort San Juan before flying to Lima and Cusco in Peru to visit famous archaeological sites.
- Visit Cusco and explore the famous archaeological sites of: Tahuantinsuyu, Coricancha, the Tipon water complex, Sacsayhuaman, Q'engo Labyrinth, the Puka Pukara fortress and the aqueducts of Tambomachay.
- Hike through the Pisac Archaeological Park in the Sacred Valley and overnight at Ollantaytambo.
- Develop a strong foundation of theory and the methodology for defining, retrieving and analyzing archaeological remains, and learn the methods, techniques and field research skills of modern archaeology.
- Relax in the ancient hot springs of Aguas Calientes.
- Hike to Inti Punku at Macchu Picchu – a UNESCO World Heritage Site and one of the New Seven Wonders of the World.
- Investigate Moray Archaeological Park, Chincheros province and the ancient Pachacamac Sanctuary.
- Become fully immersed in the culture of Peru, and experience traditional dances, museums and churches, as well as shopping at local markets and dining on Peruvian cuisine.

Apply:
www.duke.tip.edu/fsi

IMPORTANT NOTE: Due to the rigorous hiking involved in this trip, students need sufficient physical stamina for this course.

Archaeology and Anthropology

The Site

In North Carolina, we will stay at the Wall Center for Archaeology in Morganton. In addition to housing the offices for the Exploring Joara Foundation, the Wall Center will serve as our residence as well as our archaeological laboratory. Morganton is at the foot of the Blue Ridge Mountains with spectacular views of the mountain escarpment visible from town and from the Berry site, located 20 minutes away. The Berry site is situated beside a small tributary of the Catawba River, and though it may appear to be an ordinary agricultural field, it is the location of the spectacular archaeological remains of the Native American town of Joara and the Spanish Fort San Juan.

In Peru students will visit the famous towns of Lima, Cuzco, Ollantaytambo and Aguas Caliente. Each of these unique locations brings opportunities to witness Peru from a unique perspective and is a "jumping-off point" from which students will depart to visit world-renowned archaeological sites.

The Course

Sixteenth century Spanish exploration has always conjured up images of conquest and adventure. However, this course provides new insights into the reality of the Spanish engagement with "New World" peoples. Students begin this exciting course by excavating an authentic 16th-century Spanish fort located on the site of a Native American village. At the Berry site, where extensive investigation began in 1986, students will excavate the remains of Fort San Juan, the earliest European settlement in the interior of what is now the United States. Students will develop a strong foundation of theory and the methods and techniques used in defining, retrieving and analyzing archeological remains as well as gain hands-on experience in the field by actually working on this genuine archeological site.

After participating in archaeological field research, students then depart for the fascinating country of Peru where they will explore the cultures and history of the beginning of the Colonial-Era in the New World. Students begin their Peruvian exploration by flying into Lima, where they will visit world-renowned archaeological collections. The next stop will be Cuzco, where students will explore ancient monuments of the Incan capitol of "Tahuantinsuyu" (Land of Four Quarters), including the Temple of the Sun (Qoricancha), the Tipon Water Complex, the Sacsayhuaman Archaeological Park, and the Aqueducts of Tambomachay, among others. They will study Incan Architecture and the relationships between Incan culture and the natural landscape.



Next, students will explore the Sacred Valley, hiking through the Pisac Archaeological Park and Urubamba. From the Sacred Valley students will travel to Machu Picchu, a UNESCO World heritage Site that was also named one of the New Seven Wonders of the World in 2007. Throughout the trip, students will have opportunities to become fully immersed in Peruvian culture by shopping at local markets, visiting museums, churches and a ceramic studio, dining on Peruvian cuisine and even witnessing the Native Dances at Qosco Native Art Center. This will be an incredible opportunity not only to learn the history of indigenous Peruvian cultures but also to expand students' understanding of other cultures.

A Typical Day

Each day, students will receive formal instruction. This may include group discussions, interactive activities, lectures and hands-on activities. At the Berry site, students will take part in an excavation. This will include learning how to use shovels and trowels, map and draw, and identify significant archaeological remains. Some days and evenings will feature lab activities during which students will learn how to identify artifacts and will have the opportunity to discuss the daily on-site activities.

While in Peru, each day will feature the exploration of significant archaeological sites. With the help of instructors and local guides, students will witness the incredible accomplishments of the Incan civilization and learn about the Spanish conquest. Evenings will include discussion time, as well as opportunities to visit modern cultural attractions.

Archaeology and Anthropology

Instructor Bio for NC

David Moore is a faculty member in the Department of Sociology and Anthropology at Warren Wilson College in Asheville, North Carolina, where he also supervises the Archaeology Work Crew. He teaches courses on archaeological methods, world prehistory, Native Americans of the southeastern United States, Latin American archaeology, archaeology and the environment, traditional agricultural systems, and physical anthropology. He has also led Warren Wilson College students on international courses to China in 2002 and 2004, to Peru in 2006 and to Ireland in 2008.

His archaeological research concentrates on late prehistoric and proto-historic period Native American culture in the western Piedmont and Southern Appalachian region of North Carolina.

Dr. Moore has also carried out extensive research in the Catawba River Valley. Since 2001, he has served as co-director of the Exploring Joara Project. This project focuses on the archaeology of Native American settlements and societies in the western North Carolina Piedmont region and on the nature of early encounters and interactions between native groups and European colonists. Dr. Moore and his colleagues Robin Beck and Christopher Rodning recently received a major grant from the National Science Foundation to conduct excavations at the Berry site in 2007, 2008 and 2009.

Instructor Bio for Peru

Barker Ferris's research experience began in the early 1990's as an undergraduate conducting fieldwork with a linguistic anthropologist at Northeastern State University in Tahlequah, Oklahoma, by studying the language and culture of Kiowa and western-band Cherokee. After getting a B.A. in anthropology (with a minor in ecology) from UNC-Chapel Hill, he worked with Dr. Elwyn Simons at the Fossil Primate Division of the Duke University Primate Center, curating and analyzing fossil hominids from Egypt and sub-fossil primates from Madagascar. While living in Peru from 2001 to 2003, he assisted a long-term research project examining the changing economic, political and ecological environments of a traditionally agro-pastoral community in the Huascarán Biosphere Reserve and World Heritage Site. Barker assisted with comprehensive social surveys of thirty households during this two-year stay in the host community. He also conducted participant observation trials with more than a dozen climbing expeditions, managed and collected weather station readings at base camp over four climbing seasons and collected



data on pastoral resource management practices by implementing several botanical transects and modified Whittaker plots.

In 2002, Barker volunteered with the Moche Origins Project (MOP) on the north coast of Peru. The MOP is a comprehensive archaeological investigation of the Moche State, the first state-level polity to develop in the New World, circa 200 A.D. David has returned every field season to work on MOP excavations and conduct the Upper Moche Valley Archaeological Survey. In addition, he implements community development and heritage protection efforts in Peru through a 501c3 non-profit organization he co-founded in 2007, Mobilizing Opportunities through Community Heritage Empowerment (M.O.C.H.E.). Barker has made a living primarily as a contract Geographic Information Systems (GIS) technician for a wide variety of projects, ranging from environmental impact to cultural resource management in both the southeastern and mid-western United States. Currently, Barker is a visiting instructor of archaeology at Warren Wilson College in Asheville, North Carolina.

Additional Links

www.warren-wilson.edu/~arch

<http://www.warren-wilson.edu/~arch/berryhistory>

<http://en.wikipedia.org/wiki/Lima>

<http://en.wikipedia.org/wiki/Cuzco>

<http://en.wikipedia.org/wiki/Ollantaytambo>

http://en.wikipedia.org/wiki/Machu_Picchu