AMACHE—HISTORICAL ARCHAEOLOGY AND HERITAGE MANAGEMENT OF A JAPANESE CONFINEMENT CAMP, COLORADO

Course ID: ARCH 300G
June 12 – July 9, 2022

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

FIELD SCHOOL DIRECTOR:
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CO- FIELD SCHOOL DIRECTOR:
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A field school student excavates one of the many Japanese-style gardens at Amache, 2012
OVERVIEW

This field class will take place at Amache, a former World War II-era Japanese American confinement camp located in southeastern Colorado, and its associated museum. With remnant landscaping, largely intact building foundations, scattered surface artifacts, and both formal and informal trash dumps, the site retains significant archaeological integrity. That integrity and its important role in global history is reflected in its status as a National Historic Landmark.

Since 2008, Dr. Bonnie Clark has led a community-collaborative biennial field school at Amache in both archaeology and museum studies. The field school works closely with the former internee and Japanese American community and the Amache Preservation Society, a volunteer organization associated with the Granada High School, to preserve and document the site and associated museum collections. Students will work with volunteers and interns who have a personal or family tie to Amache, as well as members of the local community.

Each year work conducted by the field school helps answer central research questions about daily life in Amache, place-making by those forced to live there, and heritage management. To answer these research questions, students participate in archaeological survey, targeted excavations, and work in the Amache museum which maintains a collection of objects and primary materials associated with Amache. During the four week 2022 field school crews will spend half of their mornings surveying the site and the other half conducting targeted excavations of gardens and landscape features constructed by internees. Students in the field school will also have the opportunity to develop an individual project.

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 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 360 hours of experiential education. 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: http://bit.ly/2hvurkl.

PREREQUISITES

There are no course prerequisites. However, to succeed in a field situation you should be able to work well with a team in outdoor and changing conditions. The Amache field school is particularly appropriate for students who are interested in community-based research and are prepared to engage with sensitive issues around a difficult heritage.
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 do 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.

Archaeological fieldwork is very physical and most of the field school will take place outside or in non-temperature controlled areas. You will also be living and working in southeastern Colorado which is in the western plains and has high desert vegetation including cactus and yucca. Day time high temperatures are often between 90 to 100°F and there is little shade at the field site. The site is also quite windy and dust can be an issue. You will regularly be walking over uneven ground and will need to carry equipment and heavy items. Please be aware of these environmental conditions.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director.

COURSE OBJECTIVES

The purpose of this class is to introduce you to archaeological field methods and museum studies through application to a specific site and its associated museum. You will be trained in archaeological skills needed in the field and introduced to the basics of archaeological thinking and the interpretation of archaeological data. Hands-on work at the site and the museum will be supplemented by readings and discussions. Topics covered will include the archaeology of internment, community archaeology and museums, and landscape archaeology.

Some of the methods you will learn during the field school will include:

Survey: basic survey techniques, mapping, compass navigation, artifact identification
**Excavation:** establishing an excavation unit, basic excavation techniques, collection of soil samples, use of Harris matrix

**Recordation:** digital recording of artifacts and features, measured drawings of features, documentation for excavation including profiles and application of the Harris matrix

**Museum:** object handling, collections management, object rehousing, community history, and public interpretation

**Laboratory:** artifact analysis, artifact drawing, artifact photography, flotation

**LEARNING OUTCOMES**

Students will learn a wide range of introductory techniques and methods that should prepare them for more advanced course work or entry-level employment in the management of archaeological or museum resources.

After taking this class, you will be able to:

- Serve as crew for intensive pedestrian survey by developing skills in orienteering, artifact and feature recognition, and maintaining survey intervals
- Understand the integration of ground-penetrating radar into survey and excavation methodologies
- Use single-context excavation techniques and understand when and why they should be used
- Complete digital recording of survey and excavation data
- Process and analyze different types of historic artifacts
- Complete intake of museum collections including condition reporting, proper housing, and entry into standard collections database
- Develop and implement a project that presents archaeological information to the general public

**ASSESSMENT**

Your grade in the class will be based on the following:

**40% Documentation and Performance**
You will be graded on the accuracy and completeness of documentations that you complete during the course of fieldwork both at the site and in the museum. These will be assessed regularly. You are also expected to be a good team player, pitching in when work needs to happen, whether in the field, the museum, or in the crew house. In addition, by the end of the class, your ability to perform techniques will be assessed. For example, by the end of the class, students will be expected to be able to perform the basic tasks of a field archaeologist, such as laying out an excavation unit, using the mapping equipment properly, etc. Museum tasks would include proper object handling and use of the collections software.

**25% Field Notes and weekly reflection**
You will be required to keep a notebook containing all your field notes. These are short reflections, observations, and a record of your daily activities. These stand as a complementary set of records of your work, noting small observations and helping us keep track of what each crew member did. You will need to take these short notes throughout the day and your crew chief may need them periodically for quality control. At the end of each week, you will submit your field notebook and a short, 1–2-page, reflection paper. You will need to reflect on the week and consider patterns that you are seeing, challenges in learning certain techniques, and the significance of your activities. You will also be asked to reflect on your community engagement, and at the end, the project as a whole.
**25% Community Engagement**

Each student will take part in public programming for the Amache field school, such as talking to site visitors or contributing to the project Facebook Page. Each student will take a leadership position for one event or activity, such as the creation of a temporary exhibit, site tours, interview of a stakeholder, or activities for kids on and off site. You will write a short reflective essay about your community involvement.

**10% Evening Seminar Participation**

You must attend all evening seminars and participate actively. Note that participation means more than just showing up. You will be expected to have read the appropriate materials and be prepared to contribute to the discussions. Students will have access to orientation and seminar readings and handouts prior to the beginning of field school. Copies of readings will also be available in hard copy and on tablets available to the students in the field house, however we recommend that all reading be completed prior to arrival. Students should bring reading notes or highlighted hard copies to better contribute to seminar discussions. Readings are ordered to first orient students to historical context, the site, and the Amache project, as well as methods you will be employing during the start of the field season. Later readings are targeted towards additional methods and research topics encountered in the field work.

**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, 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 prior to travel. For the purposes of this project, **that includes any booster shots recommended by the CDC for your age and health status.** Students must 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 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

No Visas should be required unless you are not an American citizen and require one to enter the country to attend the field school. In those cases, please check with the U.S. Consulate in your home country.

TRAVEL (TO AND DURING THE PROGRAM) and COVID RELATED TRAVEL PROTOCOLS

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.

For the Amache field school, students are required to arrange their own travel to the Denver metro area, arriving during the morning or early afternoon of June 12, 2022. Our field school is located in southeastern Colorado. Currently there are no travel restrictions or quarantine orders in place for the state.

Orientation will take place that evening at 5 pm in Sturm Hall on the University of Denver campus. Students who are driving may meet on campus. Students who are flying into Denver may either arrange their own transportation to the University or work with project staff to be picked up at the airport. Project staff will assist you in your travel plans. If you missed your connection or your flight is delayed, please call, text or email project director immediately. A local emergency cell phone number will be provided to all enrolled students.

On the morning of June 13, we will be meeting at the University of Denver to travel to the field site as a group. Students with a car in Denver are permitted to drive to the field site in Granada, Colorado as part of the field school caravan on June 13, but must be present for orientation on the 12th. During transportation both from the airport and to the field site in enclosed vehicles participants will need to remain masked.

We will travel from the field house to the site each morning following a short crew meeting. Students will travel in a vehicle with members of their immediate work team. All individuals will remain masked in the project vehicles and we will travel with the windows open to improve air circulation. Vehicles will not be filled to more than 50% of capacity. Students can also travel to the field site in their personal vehicles if they have one.

LOCAL PROTOCOLS, REGULATIONS, & EXPECTATIONS

Amache is located near the town of Granada, a small farming community of around 500 residents where members of the field school are well known and welcomed. The town of Granada is a small rural
community with lower vaccination rates. While there are nearby hospitals for emergency medical care, local resources for the treatment of COVID are limited. The town has had a number of outbreaks and we want to ensure that we do not add a disease risk. For that reason, we will be working to minimize our interactions with the community and ensure that those interactions are safe.

We will have some consistent interactions with local community members. There are a few stores in town that field school participants will visit, we will be working with local high school students in the museum and field, and our cook is a member of the local community. We will work to ensure that community members with whom we are in regular contact will be vaccinated or are following strict masking. In interactions with community members and in all indoor public spaces, including the museum and field house, field school participants are expected to wear masks and maintain proper social distancing. We attend community events and host a community open house as part of the field school. At these events we will encourage masking from visitors and enforce it for field school participants. We want to continue to interact with the local community in a safe and respectful manner. Interaction with the local community must be limited to situations where everyone is masked when indoors and/or can ideally be outside.

If there is a significant outbreak in the local community we will do our best to limit contact and mitigate the chances of transmission. This will most likely involve discontinuing trips to local stores or field trips and closing the museum to visitors and community members who are not enrolled participants in the field school. We are prepared to be flexible in our response to the COVID threat at a local and national level and will continue to assess the situation before and during the field school.

**FACE MASKS / FACE COVERINGS**

All students, faculty and staff are expected to wear face masks when in indoor spaces shared with others. Wearing face masks, combined with vaccination, 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**

The field school operates out of a crew house located on the grounds of the Granada School and the Amache Preservation Society Museum. The Crew House contains restroom/shower facilities, a kitchen, large communal room, an office, and 2 sleeping spaces reserved for visiting researchers. All individuals will remain masked when in the Crew House. Students will be camping behind the Crew House in a shaded lawn space. Individual tents will be provided to students, or you may choose to bring your own small tent. All meals will be communal and food for lunch and breakfast is provided in a serve yourself system. Evening meals will be prepared by a cook who can accommodate specific food needs or allergies. We will eat most of our meals outside on picnic tables weather permitting. Students will have opportunities to purchase their own snacks and additional necessities either in the local convenience
store or on trips to stores in nearby towns. Students will rotate through shared responsibilities for the maintenance of the Crew House including setting up for meals, dish duty, and cleaning shared spaces.

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.).

**MANAGING COVID-19 CASES & OUTBREAKS**

If any students or staff present with COVID symptoms or we are informed they were exposed to someone with a confirmed case of COVID, we will follow the State of Colorado testing and quarantine guidelines. If quarantining is required, a second set of bathroom and kitchen facilities will be available as well as spots for pitching your tent away from the rest of the crew. There are laundry facilities available in the Crew House. If a participant is exhibiting COVID symptoms we will be able to wash and dry their laundry and bedding. The washer and dryer can be sanitized with bleach and other disinfectants before other participants use those machines.

The Prowers Medical Center, which is located 18 miles west of the field site, has COVID-19 treatment rooms should anyone associated with the project become gravely ill. Ambulance transportation is available should it be needed.

We have strong connections to the local community and are in constant contact with the Granada School Principal. In the month prior to the field school and during the program we will be in almost daily contact and will be working with him to monitor local COVID conditions.

**EQUIPMENT LIST**

- Sturdy boots that come to or above the ankle
- Rain gear
- Brimmed hat with strap
- Work gloves
- Long pants
- Long sleeved light weight shirts
- Bedroll (sheets & light blanket) or light sleeping bag
- Sleeping pad, air mattress, or cot
- Sunscreen
- Toiletries
- Towel
- Medications you require
- Personal water container (large size – about 1 qt or 1 liter)
- Day pack

**SCHEDULE**

All IFR field schools begins with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review IFR harassment and discrimination policies and review of the student Code of Conduct. We will generally be working Tuesdays-Saturdays each of the four weeks of the field school. Students have the option to stay in Granada over the weekends or to return to Denver with a staff member. To avoid the heat of mid-day, work at the site will commence early in the morning starting with our 6 am
meeting at the crew house. Afternoons will be spent at the museum or crew house with crew either inside working with collections, or outside (in the shade) in the field lab. If local COVID infection rates allow, each weekend students will have the opportunity to join a field trip to see local attractions. These may include a visit to Bent’s Old Fort National Historic Site and a tour of local rock art sites.

**Week 1 Schedule (June 12-18)**

Sunday  
Morning and afternoon: Students arrive in Denver  
Evening: Group dinner, overview of syllabus and site history

Monday  
Morning: Breakfast & discussion of collections management  
Load up cars & drive to Granada. Lunch on the road  
Afternoon / Evening: Set up field house, dinner with John Hopper, tour town

Tuesday  
Morning: Safety & Field Methods orientation  
Afternoon: Museum orientation

Wednesday – Saturday  
Morning: on site  
Afternoon: at Museum

**Weeks 2-3 Daily Schedule (June 21 – July 2)**

Students work Tuesday through Saturday with Sundays and Mondays off.

5:00-6:00 – Breakfast  
6:00-6:30 – Morning meeting and load up  
7:00-12:00 – On site  
12:00-1:30 – Lunch at the field house  
1:30-4:00 – At Amache Museum or the field lab  
5:00-6:00 – Dinner  
7:00-8:00 – One night a week there will be a weekly seminar

Sunday / Monday – Field trip to local attraction

**Week 4 Daily Schedule (July 5-9)**

Tuesday & Wednesday  
Morning: Finish excavations and any other field research  
Afternoon: Complete museum / field lab projects

Thursday  
Morning: Backfill Excavation units, pull remaining survey flags  
Afternoon: Complete all field and museum documentation

Friday  
Morning: Clean, inventory, and pack collections, samples, and field gear  
Afternoon: Clean crew house, pack personal items; meet with staff regarding on-going research

Saturday  
Load vehicles & return to Denver

**WEEKLY ACTIVITIES AND SEMINARS**
Week 1:
Activities: Orientation, begin site survey and museum training

Orientation Readings:
History, Site Background, and Research: CWRIC 1992; Clark 2015; Chapman 2013; 2022 Research Design; 2022 Amache Newsletter [Optional: Amache, Colorado 1943 (Historic Booklet); Simmons and Simmons 2004; Kamp-Whittaker and Clark 2018]

Field Skills Readings: Survey and Museum Handbooks

Seminar 1 Readings:

Week 2:
Activities: Site survey continues, excavation begins.

Field Skill Readings: Excavation Handbook

Seminar 2 Readings:
Garden Archaeology & the Harris Matrix - Currie 2005; Clark 2017 [Optional: Harris 2006]

Week 3
Activities: Site survey and excavation continues, Field Lab begins, prepare for & hold community open houses

Field Skill Readings: Oral History - Moshenka 2007

Seminar 3 Readings:
Community Collaboration: Museology at Amache (in Museum Handbook); Colwell-Chanthaphonh 2008; Fujita 2018 [Optional Ono 2008]

Week 4:
Activities: Wrap up excavation and survey, Finish Field Lab, Finish museum projects

Activities: Field and museum work wrap-up. Clean, organize, and pack. Return to Denver

Note - There will be no formal seminar this week. On Wednesday evening, we will have an open discussion reflecting on the field school.

OTHER ACTIVITIES
Except on seminar evenings, students have the evenings to spend as they wish. You will have time to work on course related activities (such as writing in your field journal or reading) or to engage in leisure activities. The Crew House is located in the town of Granada and adjacent to a basketball court. Students will have access to sporting equipment, as well as collections of playing cards and board games. Stargazing and bird-watching are also opportunities afforded by this rural setting.

During the two days off each week (Sunday and Monday), students may choose to stay at the Crew House in Granada or return to Denver in a project vehicle. A staff member will oversee the crews during
days off, and lead the field trips. For more information about this portion of Colorado visit: https://www.canyonsandplains.com/

MANDATORY READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.


OPTIONAL READINGS – These readings will be available to students in the Crew House. Many additional references will be available both in the house and in the Amache Museum
Amache, Colorado 1943 [This primary document is a booklet produced by the War Relocation Authority to provide background information on Amache to site visitors and incarcerates.]


