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

Course ID: TBA (to be posted by December 15, 2017)

June 10 – July 14, 2018

FIELD SCHOOL DIRECTOR:

Dr. Bonnie Clark, University of Denver (bclark@du.edu)

INTRODUCTION

This field class will take place at Amache, a former World War II-era Japanese American incarceration 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 five week 2018 field school crews will spend half of their time surveying the site and the other half conducting ground-penetrating radar followed by targeted excavations of gardens and landscape features constructed by internees. Students in the field school will also have the opportunity to develop an individual research 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 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 institutions 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 additional transcript may be sent to the student's home institution at no additional cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: http://bit.ly/2hvurkl.

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, ground penetrating radar

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.

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

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. 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.

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.

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
- Prepare a site for ground-penetrating radar analysis, use the field collection equipment, and understand its integration 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

GRADING MATRIX

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

<u>40% Documentation and Performance</u>

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.

<u>25% Field Journal</u>

You will be required to keep a field journal for this class. These stand as a complementary set of records of your work, noting the type information often not captured in field documentation (for example patterns that you are seeing, challenges in learning certain techniques, reflections on the significance of your activities). Although the main entries in your journal will take place while you are in field situations (site, museum, and lab), the journal is also a good place to keep track of learning throughout the course

of the class (for example the length of your stride). 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 & MEETING POINT

Students are required to arrange their own travel to the Denver metro area, arriving during the morning or early afternoon of June 10, 2018. Orientation will take place that evening at 5 pm in Sturm Hall on the University of Denver campus. 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 11, but must be present for orientation on the 10th.

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.

VISA REQUIREMENTS

No Visas should be required unless you are a 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.

ACCOMMODATIONS

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. Students will be housed in the Amache Research Center (ARC), a facility located in and owned by the Town of Granada. A former school facility, the building has air conditioning, separate rooms for male and female students, multiple bathrooms, a locking shower room, a large kitchen, and several public use rooms. 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. Students will have opportunities to purchase their own snacks and additional necessities either in the local gas station or on trips to stores in nearby towns. Students will rotate through shared responsibilities for the maintenance of the ARC including setting up for meals, dish duty, and cleaning shared spaces.

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 (no beds are provided at the ARC)
Sunscreen
Toiletries
Towel
Medications you require
Personal water container (large size – about 1 qt or 1 liter)
Day pack

SCHEDULE

We will generally be working Tuesdays-Saturdays each of the five weeks of the field school. The exception will be the first and last weeks. 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. Each weekend students will have the opportunity to join a field trip to see local attractions. These will include a visit to Bent's Old Fort National Historic Site and a tour local rock art sites.

Week 1 Schedule (June 9- 15)

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 – Friday	Morning: on site Afternoon: at Museum
Saturday	Morning: on site Afternoon: Parade and Town celebration

Weeks 2- 4 Daily Schedule (June 16 – July 7)

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
12:00-1:00 – Lunch at the field house
1:00-4:00 – At Amache Museum or the field lab at the ARC
5:30-6:30 – Dinner
7:00-8:00 – Weekly seminar on Wednesday nights

Sunday / Monday – Field trip to local attraction

Week 5 Daily Schedule (July 10-14)

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, museum training

Orientation Readings:
Site Background and History: CWRIC 1992; Clark 2015, Chapman 2013; 2018 Research Design; [Recommended Simmons and Simmons 2004; Shew and Kamp-Whittaker 2013]
Field Skills: Survey and Museum Handbooks

Seminar 1 Readings:
Researching and interpreting internment: Farrell & Burton 2003; CLPEF n.d.; Ishizuka 2006; Cruz 2016; [Recommended Fujita 2014]

Week 2:
Activities: Site survey continues & prep for GPR

Seminar 2 Readings:
Current research at Amache: Kamp-Whittaker and Clark in press; Peterson 2017; Clark 2017 [Recommended: Kamp-Whittaker 2017]

Week 3
Activities: Finish survey, conduct GPR, begin excavation, Field Lab begins

(Note—There will be two seminars this week):
Seminar 3 Readings:

GPR & Excavation: Excavation Handbook; Conyers 2003

Seminar 4 Readings:
Garden Archaeology & the Harris Matrix - Currie 2005; Helphand 2006 [Recommended Harris 2006]

Week 4:
Activities: Continue excavation, Field Lab, prepare for & hold community open houses

Seminar 5 Readings:
Community Collaboration: Museology at Amache (in Museum Handbook); Colwell-Chanthaphonh 2008; Ono 2008

Week 5:
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 Amache Research Center (ARC) is located adjacent to the Granada town park, which has a basketball court and horseshoe pits. Students will have access to sporting equipment to use in the park, as well as collections of playing cards and board games. Star-gazing 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 ARC in Granada or return to Denver in a project vehicle. A staff member will oversee the Research Center during days off, and lead the field trips. For more information about this portion of Colorado visit: http://www.exploresoutheastcolorado.com/attractions.htm

MANDATORY READINGS

Chapman, Tamara

2013 Anthropology students uncover World War II history at Amache. *University of Denver Magazine*, April 2013. http://magazine.du.edu/academics-research/anthropology-students-uncover-world-war-ii-era-history-at-amache/

Clark, Bonnie. Amache (Granada). 2015, *Densho Encyclopedia*. http://encyclopedia.densho.org/Amache%20(Granada)/.

Clark, Bonnie J. 2017. "Cultivating Community: The Archaeology of Japanese American Confinement at Amache." In *Legacies of Space and Intangible Heritage: Archaeology, Ethnohistory, and the Politics of Cultural Continuity in the Americas*, edited by Fernando Armstrong-Fumero and Julio Hoil Gutierrez, 79-96. Boulder: University Press of Colorado.

CLPEF. Civil Liberties Public Education Fund. n.d. CLPEF Resolution regarding terminology.http://www.momomedia.com/CLPEF/backgrnd.html

Colwell-Chanthaphonh, Chip, and T. J. Ferguson. 2008. "Introduction: The Collaborative Continuum." In *Collaboration in Archaeological Practice: Engaging Descendant Communities*, edited by Chip Colwell-Chanthaphonh and T. J. Ferguson, 1-34.

Conyers, Lawrence. 2003. "Ground-penetrating Radar Processing and Interpretation: Techniques for Archaeology." *FastTIMES* 13 (3):29-35.

Cruz, Rebecca. 2016. Amache Collection Highlights. http://amache.org/amache-museum/

Currie, Christopher. 2005. *Garden Archaeology: A Handbook* (Chapter 1). York: Council for British Archaeology.

CWRIC, The Commission on Wartime Relocation and Internment of Civilians. 1992. *Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians* (Summary and Chapter 6). Seattle: University of Washington Press.

Farrell, Mary M., and Jefferey F. Burton. 2003. "Civil Rights and Moral Wrongs: World War II Japanese American Relocation Sites " *The SAA Archaeological Record* (November):22-25.

Helphand, Kenneth I. 2006. *Defiant gardens: making gardens in wartime* (Chapter 5). San Antonio, TX: Trinity University Press

Ishizuka, Karen. 2006. *Lost and Found: Reclaiming the Japanese American Incarceration* (Preface and Chapter 1). Urbana: University of Illinois Press.

Kamp-Whittaker, April and Bonnie J Clark. 2018. Creating Community in Confinement: The Development of Neighborhoods in Amache, a WWII Japanese American Internment Camp. In *The Archaeology of Removal*, edited by T. Weik. University of Florida Press.

Ono, Gary T. 2008. "Amache Night." *Discover Nikkei* 1 August. http://www.discovernikkei.org/en/journal/2008/08/01/amache-night/

Peterson, Whitney. 2017. Thesis proposal. Department of Anthropology, University of Denver.

RECOMMENDED READINGS – These readings will be made available to students

Fujita, Dennis K. 2014. Return to Amache. Unpublished manuscript. Copies on file at the University of Denver, DU Amache Project.

Harris, Edward. 2006. Archaeology and the Ethics of Scientific Destruction." In *Between dirt and Discussion: Mehtods, Methodology, and Interpettion in Historical Archaeology*, edited by Steven N. Archer and Kevin M. Bartoy, 141-150. New York, Springer.

Kamp-Whittaker, April. 2017. Dissertation proposal. Department of Anthropology, Arizona State University.

Shew, Dana Ogo, and April Kamp-Whittaker. 2013. "Perseverance and Prejudice: Maintaining Community in Amache, Colorado's World War II Japanese Internment Camp." In *Prisoners of War: Archaeology, Memory, and Heritage of 19th- and 20th-Century Mass Internment*, edited by Harold Mytum and Gilly Carr, 303-317. New York: Springer Science+Business Media

Simmons, Thomas H., and R. Laurie Simmons. 2004. Granada Relocation Center, National Historic Landmark Nomination Form. Denver: Front Range Research Associates, Inc.