INTRODUCTION

Millions of undocumented migrants have crossed the US/Mexico border through Southern Arizona since the 1990’s. While this scale of undocumented migration is a relatively recent phenomenon, these border crossers have been traveling over the rugged terrain of the Sonoran Desert that has a long history of migration, labor exploitation, and resource extraction that has caused severe environmental degradation. Over the past decade, the Undocumented Migration Project (UMP) has examined modern clandestine migration across this border landscape. In the summer of 2020, we will expand this research through a mixed-methods analysis of the deeper history of this region, and the ways that historic resource extractive industries and migrant labor in the past continue to impact this borderland in the present. This new work will combine historical archaeology and environmental science to investigate how the long histories of industrial mining, labor, colonial settlement, and border security in the region have influenced this landscape over the past 150 years, and continue to define life in the area.

We will run a historical archaeological field school in the area around Arivaca, Arizona, a community twenty miles north of the US/Mexico border, that is located directly in the center of one of busiest areas for undocumented border crossings from Mexico into Arizona. This field school will focus on Ruby, AZ, an abandoned mining town twelve miles from Arivaca and less than four miles from the US/Mexico border. Founded in 1877, Ruby was one of the first mining towns and population centers along the US-Mexico border following the annexation of Southern Arizona by the United States. Funded by incoming Anglo-American capital, but mined by an array of Mexican, Chinese, and Japanese labor, Ruby was a productive silver, gold, and lead mine, and one of the largest towns in Southern Arizona until it was abandoned in the 1940s. Today, Ruby is a heritage site and tourist draw that purports to be a historic
ghost town from the turn of the century, a snapshot of frontier life from the Old West. At the same
time, the old tailings ponds and mountains of mining waste continue to leach heavy metals into the
surrounding environment.

During this field school we will establish a field camp at the ghost town of Ruby. In Ruby, we will survey,
excavate, and perform limited environmental tests on the material remains of the mining community.
This analysis will focus on reconstructing the history of the settlement of Ruby, the daily lives of the
migrant labor force that made up the community (who are often ignored in historical descriptions of the
site), as well as the effects of mining on the local community and surrounding environment. Alongside
this study of the history of Ruby as a mining town and its connection to contemporary trends of
settlement, migration, labor, and environmental transformation in the borderlands, this project will also
investigate the ongoing social life of Ruby as a site of heritage, a site of migration, and a vector for toxic
heavy metals. As we survey the historic remains of Ruby, we will also survey contemporary material
culture left behind by tourists, migrants, and the Border Patrol. Testing the soils for heavy metals
associated with gold, silver, and lead mining throughout the site will help reconstruct the history of toxic
heavy metal exposure that defined life in Ruby, as well as the ongoing effects these toxins have had on
the local environment and contemporary regional community.

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 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 home institution at no
cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse:

COURSE OBJECTIVES

The Undocumented Migration Project field school trains students to use a combination of different
methods to study the history of migration and the US/Mexico border in the American Southwest. This
course has five primary goals. 1) To provide students with hands on training in the techniques of
archaeology, this includes survey and mapping, material culture analysis, excavation, field photography,
and cataloguing methods. 2) To provide students with practical working knowledge of how these various
methods can be used to answer anthropological research questions. 3) To familiarize students with the
history of the border in the American Southwest, and a number of the anthropological and political
issues that surround this history. 4) To have students develop self-directed research projects over the
course of the five weeks. In addition to hands on field training, the students will also take field trips and
meet with individuals involved with the history of migration and the borderlands.
PREREQUISITES

There are no academic prerequisites for this field school. Furthermore, there are no expectations that students will have had any archaeological training prior to the field school. At the same time the field school will require students to come prepared for a very challenging environment. We will be doing hard physical activity during the summer in the Arizona desert. The weather will get extremely hot and the fieldwork will be physically demanding. Students are required to come into this field school equipped with an understanding of the challenges of this field school as well as an excitement to meet them.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involves risk. Students interested in participating in any IFR program must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we take risk seriously. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

This field school will take place in a rugged and hot environment. During the summer temperatures in the Sonoran routinely break 110 degrees. The landscape also contains dangerous wildlife like rattlesnakes and scorpions. Due to the dangers of this environment students will be expected to be attentive to the directions of field school staff at all times. Students are also expected to be respectful towards locals as well as towards their fellow students.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

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

LEARNING OUTCOMES

By the end of the field school, students will:

- Be able to take detailed archaeological field notes.
- Have experience in archaeological excavation techniques, as well as archaeological field drawing and mapping.
- Have experience analyzing, identifying, and cataloguing historic and contemporary material culture.
- Learn the basics of field photography.

GRADING MATRIX

A. Daily participation in field activities including survey, excavation, administering interviews, notetaking, mapping, cleaning and analyzing artifacts (40% of grade).
B. **Laboratory Work (10% of Grade):** Each week students will spend a day in the laboratory working on various tasks. This will include analyzing material culture and organizing databases used to store spatial data, photographic data, audio data, and any other information collected by the field school. Students will work closely with the lab staff to analyze and enter field school data. Students will be evaluated on their active participation in these activities including keeping a detailed journal of their tasks accomplished and skills learned.

C. **Discussion of Readings and Field Activities (10% of Grade):** Each Monday, students will meet with instructors and TAs for a lecture/seminar to discuss the assigned readings. Two students each night will be assigned to lead group discussions. Students will be expected to read all assigned articles and write notes in their journals for each article. Students will be evaluated based on their oral comments made during group discussion, as well as written comments in their journals. Both written and oral comments should not merely summarize the readings but make a substantive comment that demonstrate critical analysis and engagement of these readings to the broader themes of the field school.

D. **Daily Field and Lab Journals (20%):** Students are expected to keep a detailed daily journal for five weeks on the different activities the students are involved with. Students should not just describe what they did, but what they are learning and how the activities they engage with are connected to the broader themes of the fieldwork and the theoretical themes raised in the readings and discussion.

E. **Independent Student Projects (20%):** Every student will design and carry out an individual research project during the five weeks of the field school.
   a. During the first week of the field school students will meet with instructors to discuss research interests and potential research topics. They will hand in a **single page research proposal** by the beginning of second week that lays out what they plan to do and how they plan to do it.
   b. Throughout the five weeks of the field school students will carry out this research plan alongside their regular field school responsibilities. Students will meet with the TAs/instructors by the beginning of fourth week to make sure their project is on track.
   c. **Final Presentation** - At the end of the last week students will give a 15 minute long PowerPoint presentation that describes their research question and how they answered it.

**TRAVEL & MEETING POINT**

We suggest you hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. Such time frame still allows the purchase deeply discounted airline tickets while protecting students from potential loss if airline ticket costs if we decide to cancel a program.

All students will fly down to Tucson International Airport (TUS). Students will be picked up at the airport by the instructors. From the airport they will be driven to Arivaca.

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**

As this field school will be in the United States there are no Visa requirements. However, students should bring their passports to facilitate possible field trips into Mexico. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

**ACCOMMODATIONS**

Students and instructors will stay in the Arivaca Action Center, a multipurpose facility and community center that has been the base of operations for UMP field work since 2012. In this community center students will share unfurnished private rooms and should bring sleeping bags and camping mats.

**COURSE SCHEDULE**

All IFR field school 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.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day of the Week</th>
<th>Activity</th>
<th>Lecture</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>May 24</td>
<td>Sunday</td>
<td>Student Arrival and Travel to Arivaca. Welcome Dinner</td>
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<td>1</td>
<td>May 25</td>
<td>Monday</td>
<td>Research/ Safety Orientation: Town and Lab.</td>
<td>What are we Doing Here? Undocumented Migration Project and Archaeology of the Contemporary</td>
<td>Selections from <em>Land of Open Graves</em></td>
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<td>Alfredo Gonzalez-Ruibal “Time to Destroy: An Archaeology of Supermodernity”</td>
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<td>1</td>
<td>May 26</td>
<td>Tuesday</td>
<td>Research/Safety Orientation: Ruby Site Visit</td>
<td>History of Arivaca, Ruby, and the Arizona Borderlands</td>
<td>Selections from <em>Ruby: Mining Mayhem and Murder</em></td>
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<td>1</td>
<td>May 27</td>
<td>Wednesday</td>
<td>Archaeological Survey and Mapping Practicum in Ruby</td>
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<td>K. Feder “Site Survey”</td>
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<td>May 28</td>
<td>Thursday</td>
<td>Field Work: Ruby—Survey</td>
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<td>May 29</td>
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<td>Field Work: Ruby—Survey, Arivaca—Getting acquainted with locals</td>
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<td>May 30</td>
<td>Saturday</td>
<td>Field Work: Ruby—Survey, Arivaca—Getting acquainted with locals</td>
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<td>May 31</td>
<td>Sunday</td>
<td>Day Off (Field Trip to Border Wall in Sasabe)</td>
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<td>June 1</td>
<td>Monday</td>
<td>Field Work: Ruby—Excavations, Arivaca—Interviews</td>
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<td>June 2</td>
<td>Tuesday</td>
<td>Field Work: Ruby—Excavations, Arivaca—Interviews</td>
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<td>June 3</td>
<td>Wednesday</td>
<td>Field Work: Ruby—Excavations, Arivaca—Interviews</td>
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<td>June 4</td>
<td>Thursday</td>
<td>Field Work: Ruby—Excavations, Arivaca—Interviews</td>
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<td>June 5</td>
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<td>Field Work:</td>
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<td>June 6</td>
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<td>Field Trip to Nogales</td>
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<td>June 7</td>
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<td>Day Off</td>
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<td>June 8</td>
<td>Monday</td>
<td>Field Work: Ruby—Excavations Arivaca—Interviews</td>
<td>Archaeology of Labor</td>
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<td>Paul Shackel “Introduction” and “Chapter 5” in <em>The Archaeology of American Labor</em></td>
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<td>Randy McGuire “Building a Working Class Archaeology”</td>
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<td>June 9</td>
<td>Tuesday</td>
<td>Field Work: Ruby—Excavations Arivaca—Interviews</td>
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<td>June 10</td>
<td>Wednesday</td>
<td>Field Work: Ruby—Excavations Arivaca—Interviews</td>
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<td>June 11</td>
<td>Thursday</td>
<td>Field Work: Ruby—Excavations Arivaca—Interviews</td>
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<td>June 12</td>
<td>Friday</td>
<td>Field Work: Ruby—Excavations Arivaca—Interviews</td>
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<td>June 13</td>
<td>Saturday</td>
<td>Field Work: Ruby—Excavations</td>
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<td>Date</td>
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<td>June 14</td>
<td>Sunday</td>
<td>Day Off</td>
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<td>Arivaca—Interviews</td>
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<td>Peter Murphy and Patricia Wiltshire “Introduction” The Environmental Archaeology of Industry</td>
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<td>June 16</td>
<td>Tuesday</td>
<td>Field Work: Ruby—Excavations</td>
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<td>Arivaca—Interviews</td>
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<td>June 17</td>
<td>Wednesday</td>
<td>Field Work: Ruby—Excavations</td>
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<td>Arivaca—Interviews</td>
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<td>June 18</td>
<td>Thursday</td>
<td>Field Work: Ruby—Excavations</td>
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<td>Arivaca—Interviews</td>
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<td>June 19</td>
<td>Friday</td>
<td>Field Work: Ruby—Excavations</td>
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<td>Arivaca—Interviews</td>
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<td>June 20</td>
<td>Saturday</td>
<td>Independent Project Work Day</td>
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<td>June 21</td>
<td>Sunday</td>
<td>Day Off</td>
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<td>June 22</td>
<td>Monday</td>
<td>Field Work: Ruby—Excavations</td>
<td>Heritage of the Frontier, the Old West</td>
<td>Mike Davis “Dead West”</td>
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<td>Arivaca—Interviews</td>
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<td>Nathalie Massip “The Role of the West in the</td>
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<td>June 25</td>
<td>Thursday</td>
<td>Last Field Day</td>
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<td>June 26</td>
<td>Friday</td>
<td>Independent Project Work day</td>
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<td>June 27</td>
<td>Saturday</td>
<td>Student Presentations/Cleaning/Packing/End of Season Party</td>
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<td>June 28</td>
<td>Sunday</td>
<td>Students Leave</td>
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**EQUIPMENT LIST**

- Camping sleeping mat
- Sleeping bag
- Pillow
- Sunscreen
- Wide Brimmed hat
- Sunglasses
- 2 Water bottles
- Trowel
- Measuring Tape
- Pens/Pencils
- Sharpie
- Gloves
- Backpack
Flashlight

Recommended Field Clothes: Long pants, long breathable shirts, hiking shoes.

REQUIRED READINGS

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

Allen, Mike
2017 “Ethnographic Interview” Sage Encyclopedia of Communication Research Methods. (5 pages)

Ascarza, William

Barkan, Elliott

Bryan, William
1988 “The Mining Frontier of the American West”. OAH Magazine of History. 3(2):11-14

Davis, Mike

De Leon, Jason

Di Leonardo, Micaela

Esparza, Adrian and Angela Donelson

Feder, K. L.

González-Ruibal, Alfredo

Massip, Nathalie

McGuire, Randall

Murphy, Peter and Patricia Wiltshire
Ring, Bob and Al Ring

Shackel, Paul

Sheriden, Thomas

Stewart, Haeden
2020 “Life on the Fenceline”. Archaeological Dialogues. (20 pages)

RECOMMENDED READINGS

De León, J.


Gokee, C.and Jason De León

Harrison, Rodney and John Schofield

Rathje, William and Cullen Murphy

Slack, Jeremy and Scott Whiteford