



UMassAmherst

CONNECTICUT
COLLEGE

UNDOCUMENTED MIGRATION PROJECT: RUBY, ARIZONA

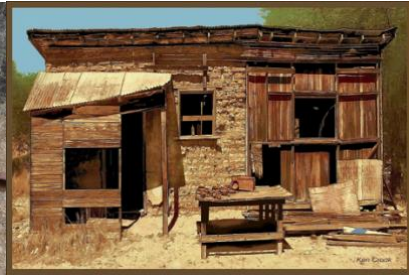
Course ID: ARCH 300R

May 24-June 27

FIELD SCHOOL DIRECTORS

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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: <http://bit.ly/2hvurkl>.

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.

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.

ASSESSMENT

- 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.

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 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.

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 rattle snakes 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 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.

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. See this [Wall Street Journal article about travel insurance](#) that may help you decide whether to purchase such insurance. standards and policies, including those pertaining to student safety.

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

TRAVEL, ROOM & BOARD, & SAFETY LOGISTICS

Disclaimer for 2021 Season: 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, such as the presence and availability of a vaccine, new travel protocols, and updated 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

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. In addition, we require the following from all students: use of a face mask during travel to, from, and on airlines; 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

This field school will take place within the US; there are no visa requirements. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

TRAVEL (TO AND DURING THE PROGRAM)

We suggest you hold off purchasing your airline ticket until six (6) weeks prior to the departure date. Natural disasters, political changes, weather conditions and various other factors may force the cancelation of a field school. The IFR monitors local conditions 6-7 weeks prior to the beginning of each program and makes a decision accordingly. This approach allows sufficient time to still purchase deeply discounted airline tickets.

All students will fly into the Tucson International Airport (TUS), where they will be met by staff members and driven to the Ruby campsite. Currently, there are no statewide rules in Arizona concerning quarantine. However, 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 in Arizona. Proof of a negative result needs to have been uploaded to the IFR. Upon arrival at the Ruby campsite the students will help set up camp according to health protocols.

If you missed your connection or your flight is delayed, please call, text or email the field school directors immediately. A local emergency mobile phone number will be provided to all enrolled students.

Please email the field school directors if you intend to drive to this program.

LOCAL PROTOCOLS, REGULATIONS, & EXPECTATIONS

Currently, there are no statewide or countywide regulations in Arizona or Santa Cruz County. However, in order to maintain resilience in the face of changing COVID dynamics, the Ruby field school will live, eat, and work isolated from the local community. We will camp 30 minutes away from any substantial population center, and we will only go into town for provisions. Given these circumstances, students and staff will be substantially isolated from people not participating in this field program.

In rare instances where we do meet with non-participants, interaction with the local community and others must be limited to situations where everyone can maintain the required 6-foot/2-meter physical distance, wear masks, and ideally be outside.

FACE MASKS / FACE COVERINGS

All students, faculty and staff are expected to wear face coverings. Face masks, along with social distancing, 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 entire project will take place at Ruby. This includes eating, sleeping, and doing our research. We will be camping at Ruby, and students need to bring their own camping gear (see Equipment List, below). Students will sleep alone in their own tents. Ruby's facilities are **very rustic**. Outhouses and showers are available, and both will be routinely disinfected. Most of the research activities will take place outside, however some activities will take place inside lab facilities. Students working in the lab are expected to wear masks at all times.

Cooking and eating will occur mostly outdoors; some food preparation and storage will make use of an ad hoc kitchen. The program directors and staff will make a concerted effort to accommodate specific dietary needs of the students. Students will take an active role in both preparing and cooking meals for the rest of the team. After the meal is finished, students will help to clean up, wash dishes, and disinfect cooking equipment and communal cooking 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.).

Regular hand washing will be a part of the project's daily schedule. Students are expected to maintain the cleanliness of their own tents and hand-wash their own laundry. Similarly, students are required to regularly disinfect their own private spaces and to share in the work of disinfecting high-traffic and common areas.

MANAGING COVID-19 CASES & OUTBREAKS

If COVID-19 cases occur among the staff of students and they exhibit mild to no symptoms, these students will be asked to quarantine in their tent and to take their meals separate from the rest of the team. Because we are camping we have flexibility and space to isolate students and staff if needed.

For more serious COVID cases and other medical emergencies, we will make use of a community health center in Arivaca (approximately 30 minutes from Ruby) or an ICU in Green Valley (approximately 1 hour and 15 minutes from Ruby).

If any COVID cases occur among our team members, we will inform the local community of Arivaca via the community health center. Laundry of COVID-positive individuals will be taken into Arivaca and washed in the washing machines at the Arivaca action center, after which the washing machine will be disinfected.

EQUIPMENT LIST

Students are responsible for acquiring and bringing the following field, camp, and personal protective equipment (PPE) to the project.

Field Equipment

Trowel (mason, e.g., a Marshalltown)

Measuring Tape (metric, 3 meter)

Pens/Pencils

Sharpie

Gloves (work or gardening gloves)

Daypack (1 small backpack for bringing your gear and water bottle to site)

Hat (recommend wide brim)

Sunscreen

2 large Water bottles (40 oz+ each)

Clothes suitable for working outside in a hot and rugged environment

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

Camp Equipment

Pillow

Sunglasses

Camping backpack (one large backpack to bring all your clothes, gear, etc)

Flashlight + batteries

Tent (small 1 or 2 person tent. Cost approx. \$100-200). Make sure to bring your rain fly, rain is likely near the end of the season.

Sleeping bag

Sleeping mat

Camp-safe bowl, fork, spoon and cup (you can get all-in-one camping mess kits, or just bring cutlery and dishes made from metal or plastic.

Soap, shampoo, toothbrush, etc.

Personal Protective Equipment (PPE)

Face masks (cloth, washable) x 5

Lysol wipes (1 pack, 80 wipes)

Hand sanitizer for personal use

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.

Week	Date	Day of the Week	Activity	Lecture	Readings
1	May 24	Sunday	Student Arrival and Travel to Arivaca. Welcome Dinner		
1	May 25	Monday	Research/ Safety Orientation: Town and Lab.	What are we Doing Here? Undocumented Migration Project and Archaeology of the Contemporary	Selections from <i>Land of Open Graves</i> Alfredo Gonzalez-Ruibal "Time to Destroy: An Archaeology of Supermodernity"
1	May 26	Tuesday	Research/Safety Orientation: Ruby Site Visit	History of Arivaca, Ruby, and the Arizona Borderlands	Selections from <i>Ruby: Mining Mayhem and Murder</i>
1	May 27	Wednesday	Archaeological Survey and Mapping Practicum in Ruby		K. Feder "Site Survey"
1	May 28	Thursday	Field Work:		

			Ruby—Survey Arivaca—Getting acquainted with locals		
1	May 29	Friday	Field Work: Ruby—Survey Arivaca—Getting acquainted with locals		
1	May 30	Saturday	Field Work: Ruby—Survey Arivaca—Getting acquainted with locals		
2	May 31	Sunday	Day Off (Field Trip to Border Wall in Sasabe)		
2	June 1	Monday	Field Work: Ruby—Excavations Arivaca—Interviews		
2	June 2	Tuesday	Field Work: Ruby—Excavations Arivaca—Interviews		
2	June 3	Wednesday	Field Work: Ruby—Excavations Arivaca—Interviews		
2	June 4	Thursday	Field Work: Ruby—Excavations Arivaca—Interviews		
2	June 5	Friday	Field Work:		

			Ruby— Excavations Arivaca— Interviews		
2	June 6	Saturday	Field Trip to Nogales		
3	June 7	Sunday	Day Off		
3	June 8	Monday	Field Work: Ruby— Excavations Arivaca— Interviews	Archaeology of Labor	Paul Shackel “Introduction” and “Chapter 5” in <i>The Archaeology of American Labor</i> Randy McGuire “Building a Working Class Archaeology”
3	June 9	Tuesday	Field Work: Ruby— Excavations Arivaca— Interviews		
3	June 10	Wednesday	Field Work: Ruby— Excavations Arivaca— Interviews		
3	June 11	Thursday	Field Work: Ruby— Excavations Arivaca— Interviews		
3	June 12	Friday	Field Work: Ruby— Excavations Arivaca— Interviews		
3	June 13	Saturday	Field Work: Ruby— Excavations		

			Arivaca— Interviews		
3	June 14	Sunday	Day Off		
4	June 15	Monday	Field Work: Ruby— Excavations Arivaca— Interviews	Archaeology of Industrialization, Environmental Degradation	Haeden Stewart “Life on the Fenceline” Peter Murphy and Patricia Wiltshire “Introduction” <i>The Environmental Archaeology of Industry</i>
4	June 16	Tuesday	Field Work: Ruby— Excavations Arivaca— Interviews		
4	June 17	Wednesday	Field Work: Ruby— Excavations Arivaca— Interviews		
4	June 18	Thursday	Field Work: Ruby— Excavations Arivaca— Interviews		
4	June 19	Friday	Field Work: Ruby— Excavations Arivaca— Interviews		
4	June 20	Saturday	Independent Project Work Day		
4	June 21	Sunday	Day Off		
5	June 22	Monday	Field Work: Ruby— Excavations	Heritage of the Frontier, the Old West	Mike Davis “Dead West” Nathalie Massip “The Role of the West in the

			Arivaca— Interviews		Construction of American Identity”
5	June 23	Tuesday	Field Work: Ruby— Excavations Arivaca— Interviews		
5	June 24	Wednesday	Field Work: Ruby— Excavations Arivaca— Interviews		
5	June 25	Thursday	Last Field Day		
5	June 26	Friday	Independent Project Work day		
5	June 27	Saturday	Student Presentations/ Cleaning/ Packing/ End of Season Party		
5	June 28	Sunday	Students Leave		

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

2011 *Southeastern Arizona Mining Towns*. Pages 27-47. Arcadia Publishing.

Barkan, Elliott

2007 *From All Points: America’s Immigrant West, 1870s-1952*. Pages 1-23, 60-69, 81-89, 319-333.

Indiana University Press.

Bryan, William

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

Davis, Mike

1993 “Dead West: Ecocide in Marlborough Country”. *New Left Review*. 1/200: 1-20.

De Leon, Jason

2015 *Land of Open Graves*. Pages 1-62. University of California Press.

Di Leonardo, Micaela

1987 "Oral History as Ethnographic Encounter". *Oral History Review*. 15(1):1-20.

Esparza, Adrian and Angela Donelson

2008 "A Brief History of the US-Mexico Border Region". *Colonias in Arizona and New Mexico*. Pages 13-28. The University of Arizona Press.

Feder, K. L.

2009 "Site Survey". in *Field Methods in Archaeology*, eds. T.R. Hester, H.J. Shafer, and K.L. Feder. Pages 41-68. Left Coast Press, Walnut Creek.

González-Ruibal, Alfredo

2008 "Time to Destroy: An Archaeology of Supermodernity". *Current Anthropology* 49(2):247-279.

Massip, Nathalie

2012 "The Role of the West in the Construction of American Identity". *Caliban*. 31:239-248.

McGuire, Randall

2003 "Building a Working-Class Archaeology" *Industrial Archaeology Review* 25(2): 83-95.

Murphy, Peter and Patricia Wiltshire

2003 *The Environmental Archaeology of Industry*. Pages 1-15. Oxbow Books.

Ring, Bob and Al Ring

2005 *Ruby: Mining Mayhem and Murder*. Pages 57-137. US Press and Graphics.

Shackel, Paul

2009 *The Archaeology of American Labor*. Pages 1-13 and 66-78. University of Florida Press.

Sheriden, Thomas

1995 *Arizona: A History*. Pages 145-187. University of Arizona Press.

Stewart, Haeden

2020 "Life on the Fenceline". *Archaeological Dialogues*. (20 pages)

RECOMMENDED READINGS

De León, J.

2012 "'Better To Be Hot Than Caught': Excavating the Conflicting Roles of Migrant Material Culture." *American Anthropologist* 114(3):477-495.

2013 Undocumented Migration, Use-Wear, and the Materiality of Habitual Suffering in the Sonoran Desert. *Journal of Material Culture* 18(4):1-32.

Gokee, C. and Jason De León

2014 "Sites of Contention: Archaeology and Political Discourse in the US-Mexico Borderlands". *Journal of Contemporary Archaeology*. 1(1):133-163.

Harrison, Rodney and John Schofield

2010. *After Modernity: Archaeological Approaches to the Contemporary Past*. Pages 1-88. Oxford University Press.

Rathje, William and Cullen Murphy

2001. *Rubbish! The Archaeology of Garbage*. Pages 1-78. University of Arizona Press, Tucson.

Slack, Jeremy and Scott Whiteford

2011 "Violence and Migration on the Arizona-Sonora Border". *Human Organization* 70(1):11-21.