



## AMACHE--HISTORICAL ARCHAEOLOGY AND HERITAGE MANAGEMENT OF A JAPANESE CONFINEMENT CAMP, COLORADO, USA

*Course ID: ARCH 300G*

*June 16-July 13, 2024*

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

### **FIELD SCHOOL DIRECTORS:**

Dr. Bonnie Clark, University of Denver ([bclark@du.edu](mailto:bclark@du.edu))

Dr. April Kamp-Whittaker, California State University, Chico ([akamp-whittaker@csuchico.edu](mailto:akamp-whittaker@csuchico.edu))

### **MUSEUM COORDINATOR:**

Anne Amati, University of Denver ([anne.amati@du.edu](mailto:anne.amati@du.edu))

### **SENIOR FIELD CREW CHIEFS:**

Dr. Annie Danis, Cal Poly Pomona ([aedanis@cpp.edu](mailto:aedanis@cpp.edu))

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## OVERVIEW

This field class will take place at Amache National Historic Site, a former World War II-era Japanese American confinement camp located in southeastern Colorado, and its associated museum. It is particularly appropriate for students who are interested in community-based research and are prepared to engage with sensitive issues around a difficult heritage. 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 new status within the US National Park system.

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 incarcerated 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 high school 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 2024 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 incarcerated. 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 9 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 assessment, below). 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](#).

## PREREQUISITES

Students in this field school will be embedded in two communities; the survivor and descendants of Amache and the local town of Granada. Your participation is precipitated on their good will and your respect. Thus, we ask that all students prepare with readings about the history of Japanese American incarceration and the site of Amache and participate in a zoom discussion of those readings. However, to succeed in a field situation you should be able to work well with a team in outdoor and changing conditions.

## 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.

## **COURSE SCHEDULE**

All IFR field schools begin with a safety orientation. This orientation addresses local and program protocols concerning student behavior, appropriate attire, local practices and sensibilities that may be unfamiliar, potential fauna and flora hazards, IFR harassment and discrimination policies, and the student Code of Conduct.

For this course you will also participate in a pre-field discussion of the background history of Amache supported by readings.

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. 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 16-22)**

Sunday	Most students arrive in Denver Evening: Group dinner at a local restaurant for those in Denver
Monday	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 23 – July 6)**

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 7-13)**

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 or depart field site for home

### **WEEKLY ACTIVITIES AND SEMINARS**

#### **Pre-field Orientation Readings:**

History, Site Background, and Research: CWRIC 1992; Clark 2015; Matusek 2022; 2024 Research Design [Optional: Amache, Colorado 1943 (Historic Booklet); Simmons and Simmons 2004; Kamp-Whittaker and Clark 2019]

**Week 1:**

**Activities:** Orientation, begin site survey and museum training

**Field Skills Readings:** Survey and Museum Handbooks

**Seminar 1 Readings:** Researching and interpreting internment: Farrell & Burton 2003; Ishizuka 2006; Fujita 2018 [Optional CLPEF n.d.]

**Week 2:**

**Activities:** Site survey continues, excavation begins.

**Field Skill Readings:** Excavation Handbook

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

**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); Clark & Horning 2019; Kamp-Whittaker, Clark, and Shew in prep [Optional Colwell-Chanthaphonh 2008; 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. 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 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/>

## REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder. Students are encouraged to download and/or print readings prior to traveling. Course participants are expected to be prepared to engage the discussions led by facilitators, all of whom will be looking for compelling evidence that students have read and thought about the assigned readings prior to the scheduled day on which they are first discussed.

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

Clark, Bonnie. 2017. The Archaeology of Entryway Gardens at Amache. *The Journal of the North American Japanese Garden Association*. Issue 4, pp. 28-33.

Clark, Bonnie and Horning, Audrey." Introduction to Global Dialogues on Collaborative Archaeology." *Archaeologies* 15(3):343-351. DOI: 10.1007/s11759-019-09373-8

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.

Fujita, Dennis K.

2018 Returning to Amache: Former Japanese American Internees Assist Archaeological Research Team. *Historical Archaeology* 52(3):553-560.

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

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

Kamp-Whittaker, April, Bonnie J Clark, and Dana Ogo Shew. In Preparation. Digging Democracy's Tragedy: Archaeology and Conciliation at Sites of Japanese Incarceration. To be published in *Archaeology and Conciliation*.

Moshenska, G. 2007. Oral history in historical archaeology: Excavating sites of memory. *Oral History*.

Matusek, Sarah. 2022. "How High Schoolers Saved a Piece of U.S. History." *The Christian Science Monitor Weekly*, May 9, 2022 p. 18-19. Also available online at:  
<https://www.csmonitor.com/World/Making-a-difference/2022/0405/Preserved-by-students-WWII-internment-camp-becomes-national-park>

**RECOMMENDED 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 incarcerated.]

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.

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

Kamp-Whittaker, April and Bonnie J Clark. 2019. 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, pp: 157-188.

Ono, Gary T. 2008. "Amache Night." *Discover Nikkei* 1 August.

<http://www.discovernikkei.org/en/journal/2008/08/01/amache-night/>

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



## PART II: TRAVEL, SAFETY & LOGISTICS

### NOTICE OF INHERENT RISK

Traveling and conducting field research can involve risk. 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. Participants should also take every reasonable step to reduce risk while on IFR programs, including following the safety advice and guidelines of your program director, being alert to your surroundings and conditions, letting someone know where you will be at all times, and assessing your personal security.

The IFR does not provide trip or travel cancellation insurance. We strongly encourage participants to consider purchasing this insurance, as unexpected events may prevent your participation or cause the program to be canceled. Insurance is a relatively small cost to protect your educational investment in an IFR program. When comparing trip cancellation insurance policies, 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 unforeseen circumstances, including weather, revisions by local permitting agencies, or conditions onsite. While this schedule represents the intentions of the program, adaptability is an intrinsic part of all field research, and necessary alterations to the schedule may happen at any time.

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

### PROGRAM SPECIFIC FIELD CONDITIONS

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.

### VISA REQUIREMENTS

Citizens not from the USA are asked to check the embassy website page at their home country for specific visa requirements.

### STUDENT HEALTH

An IFR field school is designed to provide safe, positive, and constructive experiences for participating communities, students, and researchers. We are committed to protocols and practices that support the health and well-being of all involved in our field school projects, including the members of the community in which these projects take place.

We recommend that students adopt best-practices for arriving in a good state of health to protect themselves and their peers' readiness to set about the work of the field school. A thriving field camp environment is a constant exchange of energy, patience, effort, respect, and service. Arriving healthy is every student's first act of service — their first opportunity to behave in a way that respects the safety and wellness of one another.

## **TRAVEL (TO AND DURING THE PROGRAM)**

Natural disasters, political changes, weather conditions and various other factors may force the cancellation or alteration of a field school. IFR recommends students only purchase airline tickets that are fully refundable and consider travel insurance in case a program or travel plans must change for any reason. General information for this program is below, but keep in mind we will discuss any updated travel information and regulations during the required program orientation, which could affect travel plans.

For the Amache field school, students are required to arrange their own travel to either the Denver metro area or Granada, Colorado where the field school will take place. Currently there are no travel restrictions or quarantine orders in place for the state. Prior to your travel to the field school, or if you have concerns about COVID, we recommend you consult the Colorado State website - <https://covid19.colorado.gov/>.

If you are flying into Denver, CO you will need to arrive on June 16<sup>th</sup>. We will be meeting at the University of Denver Campus at 8:00 am on June 17<sup>th</sup> to travel to the field site in Granada, Colorado.

If you are traveling by car from out of state you will need to meet us either in Denver at 8 am on the 17<sup>th</sup> to caravan to the field site or in the town of Granada on the afternoon of June 17<sup>th</sup>. As noted above, we will have a group dinner for those arriving in Denver on June 16.

Project staff will assist you in your travel plans. As you decide your preferred method of travel, please reach out to us for more information. On the travel days you can communicate with us about missed connections, flight delays, or other travel issues. Please call, text or email the project director immediately with any problems you encounter. A local emergency cell phone number will be provided to all enrolled students.

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.

## **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 1 sleeping space reserved for visiting researchers, and a room for students to keep valuables. There are also laundry facilities on site that can be used weekly. 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. Students will rotate through shared responsibilities for the maintenance of the Crew House including setting up for meals, dish duty, and cleaning shared spaces. The common rooms and bathrooms are supplied with disinfectants that students can use when desired and evening clean-up crews will disinfect common areas and surfaces.

All meals will be communal and food for lunch and breakfast is provided in a serve yourself system. For breakfast and lunch a range of simple options are provided and specific food needs or allergies can be accommodated. Evening meals will be prepared by a cook who can accommodate specific food needs or allergies. Any specific dietary needs must be communicated to the project directors prior to the field school commencing. 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.

## **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