

ANTH 462: ANTHROPOLOGY CURATION & EXHIBITION METHODS
Colorado State University
Department of Anthropology
Course Syllabus
Fall 2019

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COURSE DESCRIPTION

The course will address current methods and ethics in museum curation, conservation, collections management policies and procedures, exhibition development, and other tasks associated with managing, preserving and displaying anthropological collections (both artifacts and their associated documentation). The course provides students with practical, hands-on experience in artifact care, management, preservation, and exhibition development. Students will work with the archaeological collections housed in the Archaeological Repository of Colorado State University.

COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES

Through readings, discussions, and hands-on collections work, students will:

- Recognize the principles of curation, the policies and procedures that make up an effective collections management program, and the discipline of anthropology as a process.
- Identify key curation issues from pre-field planning through curation.
- Evaluate the Curation Crisis in American Archaeology, the history of the disciplines of museology and Anthropology, and the applicable laws and ethics.
- Demonstrate the skills necessary such that you consider curation at every stage of the archaeological process.
- Describe the ethical issues surrounding the care and management of archaeological collections.
- Discuss both the benefits and challenges of working with collections.
- Apply the key concept of an exhibition and the educational goals derived from it.

REQUIRED READINGS

Course readings will be available via CANVAS. You are responsible for purchasing the course text and downloading and reading all articles by the date listed. If there is a hardship accessing the readings, let the instructor know right away. It is your responsibility to be prepared for discussion each class.

The course textbooks will be:

Sullivan, Lynne and Terry Childs, *Curating Archaeological Collections. From the Field to the Repository*. Archaeologist's Toolkit Volume 6, AltaMira Press, 2003. ISBN: 978-0759100244.

Ogden, Sherelyn, ed. *Caring for American Indian Objects: A Practical and Cultural Guide*, Minnesota Historical Society Press, 2004. ISBN: 978-0873515054.

We will regularly use:

Childs, S. Terry and Eileen Corcoran, *Managing Archeological Collections: Technical Assistance* (www.cr.nps.gov/archeology/collections/). Washington, DC: Archeology and Ethnography Program, National Park Service, 2000.

Rose, Hawks, and Genoways, eds., *The Storage of Natural History Collections: A Preventive Conservation Approach*, Society for the Preservation of Natural History Collections, 1995.

Buck and Gilmore, eds. *Museum Registration Methods*, fifth Edition, AAM Press, Washington, D.C., 2011.

CLASS STRUCTURE

The class will meet twice each week. Lectures and Lab work in the Archaeological Repository

COURSE REQUIREMENTS AND GRADING

The learning goals will be assessed based on students' performance, class assignments, a paper, a final project and presentation, and a final exam. Attendance and participation are required for gaining an understanding of the work. Attendance and quality of work will be noted by the instructor and will count toward your final grade.

The following is a detailed breakdown of how the student learning goals will be evaluated:

Codes & Ethics: How do the anthropology organizations acknowledge the importance of curation and collections care? Look online for the codes and ethics of institutions to find examples of how these professional organizations approach curation and collections care. Reflect on these codes and ethics, and compare and contrast them. Turn your answers in on a single page due at the beginning of class.

Mid-Term Paper: The mid-term will consist of writing a paper on the elements of collections management. We will discuss the paper requirements early on in the semester and the paper assignment will be distributed during Week 3.

Interview with a Collections Manager: You will choose two collections managers/curators/conservators/or registrars with whom you will conduct an in-person or skype interview to learn more about their role and responsibilities within their institution.

Final Project: The final project for this course will be a hands-on curatorial and exhibition project working with ARCSU collections, chosen in consultation with the instructor. You must select your final project topic no later than week 8 of class.

Final Exam: Final examination will consist of multiple choice and short answer questions related to the lectures presented in class, discussions, and class activities.

Extra Credit: There may be some extra credit for attending an outside lecture and/or other activity that relates to the class as specified by the instructor. The extra credit is open to all students in the class.

FINAL COURSE GRADE IS BASED UPON:

Participation and attendance	10%
Assignment 1:	10%
Assignment 2:	20%
Assignment 3:	20%
Assignment 4:	20%
Final Exam	20%

Grading System:

		<u>Grade Points</u>	<u>Percentages</u>		
A	Outstanding	4.0	90	to	100
B	Good	3.0	80	to	89
C	Acceptable	2.0	70	to	79
D	Poor	1.0	60	to	69
F	Failing	0.0	0	to	59

Grades of 'A' are earned by students who make a serious effort on their assignments and in the class in general, and who demonstrate by their work and exams that they have an excellent understanding of the materials covered in lectures and readings.

MAKEUP EXAMS AND LATE PAPERS

Five percent of the grade will be deducted from written assignments for each day they are late, no excuses. Makeup exams will be administered only for excused absences. Written email requests for makeup assignments must be made within one week after the missed quiz or exam.

Important Dates: Wednesday, September 5, 2018 – end of period for adding courses, last day for dropping courses without record entry. Monday, October 15, 2018 – End Course Withdrawals ("W") period deadline. Friday, December 7, 2018 – University Withdrawal deadline.

DISABILITY SUPPORT SERVICES INFORMATION

Resources for Disabled Students (RDS) recognizes that disability reflects diverse characteristics and experiences, and is an aspect of diversity integral to society. To that end, we collaborate with students, instructors, staff, and community members to create useable, equitable, inclusive and sustainable learning environments. RDS is also committed to supporting Colorado State University as a non-discriminating environment for qualified students with disabilities.

The mission is fulfilled through three specific goals: to provide accommodation, awareness, and advocacy. These goals are to ensure equal access for all qualified students with disabilities. All activities of RDS are related to fulfilling these goals in support of a campus environment that is not discriminatory based solely on the presence of a disability.

Student Disability Center (SDC) Accommodations: If you need accommodations in this class due to a disability or chronic health condition, I need an accommodation letter from the Student Disability Center (SDC) **before implementation** (*for exams the letter must be received at least 2 weeks before the exam*)

date). Please meet with me during my office hours to give me the letter &/or to further discuss your needs. If you do not already have an accommodation letter, please contact the SDC immediately to initiate the process. The SDC is located in the TILT Building, Room 121. SDC Contact Info: 970-491-6385, www.diabilitycenter.colostate.edu.

ACADEMIC INTEGRITY

Students are expected to be familiar with, and adhere to, University policy on Academic Dishonesty. Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest may receive a **failing** grade on the assignment and/or in the course. For more information, visit <http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/>

CONTACTING THE INSTRUCTOR

The Instructor will be available for questions and discussion after class. Email is also a great option, when sending an email, indicate "ANTH 462" and your name in the subject line, and provide your phone number in the email. If your email address does not have your name in it, please make sure to indicate your first and last name at the end of your email message, along with a phone number. I will return your email as soon as possible. Another good way to contact me is at my office phone: (970-491-5497); leave your name, a phone number where I can reach you, date you called, and a brief message. If it is something that I can discuss with you on the phone or in a brief email, I will do so as soon as possible. Please note that I usually do not return phone calls and emails during evenings or weekends.

FEELING STRESSED?

Visit the CSU Health Network, <http://health.colostate.edu/services/counseling-services/>.

ANTH 462: COURSE SCHEDULE AND ASSIGNMENTS
Fall 2019

Note: Reading assignments are to be completed by the beginning of the week shown. While lecture material will deal with the same subject material during that period, the book is considered a separate source of information for which the student is independently responsible.

Week 1

8/26/19

Introduction

8/28/19

Anthropology Museums

Anthropology as a Process, Curation Considerations at Every Stage

Readings:

-Sullivan and Childs, Chapter 1, pg 1-4

-NPS, Managing Archaeological Collections

http://www.nps.gov/archeology/collections/intro_cur01.htm

Week 2

9/4/19

Why do we care for them?

Readings:

-Sullivan and Childs, Chapter 2

Week 3

9/9/19

Today's Key Issues

Readings:

-Sullivan and Childs, Chapter 3

-NPS, Managing Archaeological Collections: Key Issues

http://www.nps.gov/archeology/collections/issues_01.htm

9/11/19

Field Practices

Readings:

-Sullivan and Childs, Chapter 6

-NPS, Managing Archaeological Collections

http://www.nps.gov/archeology/collections/prior_01.htm

https://www.nps.gov/archeology/collections/field_01.htm

Speaker: Dr. Jason La Belle

Week 4

9/16/19

Codes & Ethics Assignment Due

An Overview of Managing Collections, Collections Management Policies, and Registration Systems

Readings:

-Sullivan and Childs, Chapter 5

-Reibel, Daniel B. Chapter 1: What is a Museum Registration System? Registration Methods for the Small Museum, pp. 11- 31. Altamira Press, 1997.

9/18/19

Accessioning, Cataloging, Inventory, and Marking/Labeling

Readings:

-Buck, Rebecca. Chapter 3A: Initial Custody and Documentation (pp. 37-43) and Chapter 3B: Acquisitions and Accessioning by Clarisse Carnell and Rebecca Buck (pp. 44-57). Museum Registration Methods, 5th Edition, edited by Rebecca A. Buck and Jean Allman Gilmore. AAM Press, Washington, D.C., 2011.

-NPS, Managing Archaeological Collections

https://www.nps.gov/archeology/collections/mgt_01.htm

- Use of Acryloid B 72 (paraloid) for labeling museum objects Conserve-O-Gram. National Park Service (1993) <https://www.nps.gov/museum/publications/consveogram/01-04.pdf>

Week 5

9/23/19

Preventive Conservation, Framework for Managing Museum Collections, Principles of Storage

Readings:

- A Preventive Conservation Approach to the Storage of Collections, The Storage of Natural History Collections: A Preventive Conservation Approach, edited by Rose, Hawks, and Genoways, pp 1-20. Society for the Preservation of Natural History Collections, 1995.

-Bachmann, Konstanze and Rebecca Anne Rushfield. Principles of Storage. In Conservation Concerns: A Guide for Collectors and Curators, edited by Bachmann, pp. 5-9, 1992.

-Craddock, Ann Brooke. Control of Temperature and Humidity in Small Collections. In Conservation Concerns: A Guide for Collectors and Curators, edited by Bachmann. pp. 15-22, 1992.

9/25/19

Repositories

Overview of the Repository, rules, safety, tour of facility

Readings:

-Sullivan and Childs, Chapter 4

-NPS, Managing Archaeological Collections

https://www.nps.gov/archeology/collections/Repos_01.htm

-Safety Guidelines for Anyone Handling Museum Collections

https://www.parks.ca.gov/?page_id=23184

-Haakanson Jr., Sven. Chapter 1: Why Should American Indian Cultural Objects Be Preserved? Caring for American Indian Objects: A Practical and Cultural Guide, 2004.

-Thomas, Joan Celeste. Chapter 2: Handling Considerations: One Person's Story. Caring for American Indian Objects: A Practical and Cultural Guide, 2004.

Week 6

9/30/19

Collections Access and Use, Collections Re-Use

Readings:

-Sullivan and Childs, Chapter 7

-Nordstrand, Pollyanna. Chapter 3: The Voice of the Museum: Developing Displays, Caring for American Indian Objects: A Practical and Cultural Guide, 2004.

-Interview with Laine Thom. Chapter 4: Display in a Proper and Respectful Way, Caring for American Indian Objects: A Practical and Cultural Guide, 2004.

10/1/19

Work with Repository Collections

Week 7

10/7/19

Integrated Pest Management, Considerations for storing cultural items

Readings:

-Jessup, Wendy Claire. Pest Management, The Storage of Natural History Collections: A Preventive Conservation Approach, edited by Rose, Hawks, and Genoways. pp. 211-220. Society for the Preservation of Natural History Collections.

-Ogden, Sherelyn. Chapter 7: How Should Cultural Items Be Stored? Caring for American Indian Objects: A Practical and Cultural Guide, 2004.

10/9/19

Midterm Paper Due

Work with Repository Collections

Week 8

10/14/19

NAGPRA

Readings:

-NPS, Managing Archaeological Collections

http://www.nps.gov/archeology/collections/laws_01.htm

Speaker: Dr. Jason LaBelle

10/16/19

Work with Repository Collections

Week 9

10/21/19

What does 'in perpetuity' look like?

Readings:

-Sullivan and Childs, Chapter 8

-NPS, Managing Archaeological Collections

http://www.nps.gov/archeology/collections/future_01.htm

10/23/19

Work with Repository Collections

Week 10

10/28/19

NO CLASS

10/30/19

NO CLASS

Week 11

11/4/19

Interview with a Collections Manager due

Final Project Approval Deadline

Exhibition Planning, Conceptualization & Content Development

Readings:

-“Standards for Museum Exhibitions and Indicators of Excellence”

<https://static1.squarespace.com/static/58fa260a725e25c4f30020f3/t/58ff73ed3e00bea8e746d4ce/1493136367751/2012+Standards+for+Museum++Exhibitions+and+Indicators+of+Excellence.pdf>

-Museum Exhibition Planning Tool, Developed by the Jordan Schnitzer Museum of Art and sponsored by a grant from the Oregon Cultural Trust

<https://jsma.uoregon.edu/sites/jsma1.uoregon.edu/files/MUSEUM%20EXHIBITION%20PLANNING%20TOOL.pdf>

Readings:

-Interpretation design: an integrative, interdisciplinary practice, Toni Roberts

<https://www2.le.ac.uk/departments/museumstudies/museumstudies/documents/volumes/roberts>

-Exhibit Label Script Guidelines, National Air and Space Museum

<https://airandspace.si.edu/rfp/exhibitions/files/j1exhibitionguidelines/3/Exhibit%20Label%20Script%20Guidelines.pdf>

11/6/19

Work in groups

Week 12

11/11/19

Structuring Your Narrative; the importance of storytelling

Readings:

-Storytelling: The Real Work of Museums, Leslie Bedford, 2000.

<https://itp.nyu.edu/classes/cow-fall2014/files/2014/09/Storytelling-The-Real-Work-of-Museums.pdf>

Artifact Selection & Label Writing

Readings:

-Gallery text at the Victoria & Albert: Ten Point Guide

http://media.vam.ac.uk/media/documents/legacy_documents/file_upload/10808_file.pdf

-Writing Text & Labels, the Australian Museum

<https://australianmuseum.net.au/writing-text-and-labels>

-Your Labels Make Me Feel Stupid, Gail Gregg, ArtNews, 2010.

<http://www.artnews.com/2010/07/01/your-labels-make-me-feel-stupid/>

11/13/19

Work in groups

Week 13

11/18/19

Exhibition Design, Construction & Installation

Readings:

-Museum Exhibition Design: Communication of meaning and the shaping of knowledge, ScienceDirect, 2014.

https://ac.els-cdn.com/S1877042814055013/1-s2.0-S1877042814055013-main.pdf?_tid=3edd3aaa-abda-4c80-a757-02d70d8ff561&acdnat=1536254585_dc9619cf08e8a6a92d90854df6b83514

-Archaeology on Exhibit, Keith L. Johnson, SCA proceedings, 2003.

<https://scahome.org/publications/proceedings/Proceedings.16KJohnson.pdf>

-10 things to know about exhibition installation, Smithsonian, 2017.

<http://americanhistory.si.edu/blog/10-things-exhibition-installation>

-Exhibition Installation and Dismantling, Smithsonian

https://www.si.edu/mci/downloads/RELACT/exhibit_install_dismantle.pdf

11/20/19

Work in groups

Week 14

12/2/19

Final Project Due
Student Project Presentations

12/4/19
Student Project Presentations

Week 15

12/9/19
Student Exhibit Installation

12/11/19
Student Exhibit Installation

Week 16
Final Exam Review
Final exam TBD

*This document is not a legal contract, but a course syllabus. As such, it is a good-faith outline of course requirements and expectations. Note, however, that circumstances may require that assignment deadlines and so on be changed during the course of the semester. Changes, if any, will be announced in class. It is your responsibility to know of any announced changes even if you are absent