



CURATING ARCHAEOLOGICAL COLLECTIONS AT THE CENTER FOR ARCHAEOLOGICAL INVESTIGATION REPOSITORY, ILLINOIS (US)

Course ID: TBA

June 28 – July 25, 2020

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

School of Record: Connecticut College

FIELD SCHOOL DIRECTOR:

Dr. Tamira K. Brennan, Center for Archaeological Investigations, Southern Illinois University Carbondale
(tbrennnan@siu.edu)



INTRODUCTION

This field school offers intensive hands-on training in skills useful for a career in curation, museums, collections, archives, and of course, field archaeology! It is held at the Center for Archaeological Investigations' repository in Carbondale, Illinois; a 9000 ft² modern facility that houses archaeological collections (artifact, maps, records, photographs, and digital files) primarily from the Midwestern and Southwestern US. Some of these collections were generated from the earliest professional excavations in the state and from private donations, which include one of a kind and exemplary artifacts that few people have the opportunity to handle. Many require rehabilitation (rehousing to modern standards), which is one of the primary goals of the field school. You can expect to walk away from this course able to identify the major material classes of prehistoric artifacts, have a good working knowledge of the culture-history of the Midwestern US, understand the challenges of modern curation and be proficient in the basic methods employed in managing collections, be competent in database use (FilemakerPro),

and become versed in the legislation governing archaeological collections in the US (including NAGPRA). Some of these tasks involve a measure of detective work to solve the many unpredictable issues that arise when working with older collections. Although most of the course work is directly with the collections, field trips to regional museums and other repositories, visits to local archaeological sites and field schools, lectures, and discussion enhance this experience, as do optional weekend excursions into beautiful southern Illinois.

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>.

PREREQUISITES

There are no prerequisites for participation in this field school. The field school is designed to offer hands-on, experiential learning, allowing students to learn the basics of archaeological collection management and curation on site.

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.

The Working with Archaeological Collections in Curation field school includes minimal risk. The setting is a climate-controlled indoor facility in a city of ~25,000 residents in Illinois, USA where modern amenities and medical facilities are easily accessible. Hazards that may be encountered while working with collections include insects, mice, mold, and dirt, while a few low-risk chemicals (such as acetone and rubbing alcohol) will be used. Mandatory field trips and optional excursions may involve moderate physical exertion in very hot/humid weather across uneven terrain.

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 Travelgurad.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 with to help to decide whether to purchase such insurance.

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 director.

COURSE OBJECTIVES

This project seeks to achieve two of the major goals of the CAI's curation branch:

- 1) to bring the CAI's legacy collections and private donations up to minimum federal curation standards as outlined by the National Park Service
- 2) to serve as an exemplary source of education in curation

As is the case with most repositories that hold collections pre-dating the late 20th century, little if any thought or funds were devoted to the long-term care of the archaeological materials and documents that were deposited at the CAI – a large portion of which were transferred from the University Museum's impressive archaeological collection in the 1970s. Instead, these were turned over in varying conditions, sometimes incomplete, and with no detailed inventory of items. This created a "curation crisis" that is not unique to the CAI. It is a reality that many institutions and archaeologists must tackle, and one that prohibits access to and use of the very items that we as archaeologists hope to preserve and study. *Most* archaeologist will encounter this crisis in some form or another during their careers. Many will unknowingly contribute to it.

This course addresses the curation crisis by making advocates for curation out of students by providing education both in a traditional sense, such as lectures and readings, and through hands-on learning, wherein you will work with actual collections "in need." Your work will address the curation needs of many seminal collections at the CAI that are otherwise unfunded, and therefore makes them accessible to other researchers, and leaves them in a stable condition to ensure their long-term use.

Major tasks students will undertake to achieve the above include:

Organize a large private donation to make it useable for research, outreach, and education. This includes learning how to properly identify, sort, label, bag, and inventory these prehistoric materials, which derive from the very county where the field school is taking place. As a part of this particular goal, you will evaluate the utility of materials that lack specific provenience to professional institutions.

Rehabilitate a portion of the CAI's 2000 ft² of legacy collections. This includes physically going through older (pre-1970) accessioned collections to assess and record the condition and contents, perform a basic rehabilitation (move from paper to plastic, sorting and recording by overarching material classes and preliminary temporal components), search for and pull potential NAGPRA items to be added to the CAI's NAGPRA inventory, and cross-index the materials with their associated documentation, photographs, maps, and other materials located elsewhere in the building by entering all of the data collected into a relational database.

Learn the history and consider the future of curation in versatile settings. This includes a significant amount of reading (see Course Syllabus) with supplementary lecture and discussion on how the curation crisis came to be, what has/is being done to remedy it (specifically by the federal government through legislation), why it remains difficult to resolve, and how it can be prevented. It includes field trips to diverse curatorial settings in order to expose you to the various environments in which archaeological collections end up, the different databases they may use to index them, and the challenges particular to

each setting. Some of these are: the University Museum at SIUC with an associated lecture by its curator of anthropology, Susannah Munson, the Illinois State Museum and lunch with the assistant curator of Anthropology, Dr. Brooke Morgan, a tour of the US Army Corps of Engineers Veterans' Curation Program in St. Louis, and small/privately run local museums around Southern Illinois.

All the above involve an element of research, as many of the CAI's collections are published or otherwise reported in the early archaeological literature of the region. This information allows us to work backwards to re-associate materials with their long-lost proveniences.

LEARNING OUTCOMES

Upon completion of this course, students will:

1. Be proficient in basic artifact class identification for the Midwestern U.S.
2. Acquire a working knowledge of one or more database programs for curation
3. Know the federal curation and records management standards for archaeological collections
4. Know the difference between museum curation and archaeological project curation
5. Understand the importance of accessibility, accountability, and organization in curation
6. Be aware of the legal and ethical concerns of working with human remains and burial-affiliated objects.
7. Recognize the relationship between archaeological practices in the field and post-field curation issues
8. Understand the hazards to archaeological collections and how to mitigate or prevent them

GRADING MATRIX

Collections work:

The bulk of the coursework, and of your grade, involves hands-on work with collections. Students are expected to be present and conscientious of their tasks at hands during class hours.

Bi-weekly progress reports:

Students will keep a notebook including brief (1-5 paragraphs) but detailed descriptions of the tasks completed, sites worked on, problems encountered, and resolutions made while working with the collections. Time logs will be kept for each task within this notebook. Notes should be taken throughout each work session as applicable. The notebook will be collected kept by the CAI at the end of the semester.

Readings:

Relevant readings on curation, conservation, preservation laws, ethics, and artifact identification will be assigned throughout the course of the class. Students should be prepared to discuss these in class.

Quizzes:

There will be several open-note/open book quizzes to verify that the students are retaining relevant knowledge from the readings and on materials identification.

Written assignments:

There will be one written assignment at the end of the course in the form of a comprehensive curation report on your activities for the semester.

| | | | |
|--------------------------|-----|-----------|---------------------|
| Attendance/Participation | 55% | (550 pts) | A = 900-1000 points |
| Bi-weekly Notebook | 10% | (100 pts) | B = 800-899 |
| Quizzes | 15% | (150 pts) | C = 700-799 |

Final Paper

20% (150 pts)

D = 600-699

Fail = <600

TRAVEL & MEETING POINT

We suggest you hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, 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.

Students have several options for meeting in Carbondale. If traveling via air, they may choose to fly into St. Louis (a 2-hour drive from Carbondale) and await pickup by staff, or fly into Chicago and travel via train (~ 5 hour trip to Carbondale) to await pickup by staff.

Alternately, students may be dropped off or drive a personal vehicle to Carbondale, meeting at the second location and time listed below. Note: Students are more than welcome to bring a personal vehicle to field school, but are responsible for any fees associated with parking, and are expected to ride in field school vehicles for all field trips or excursions that take place during class time.

Rendezvous points and times:

1) St. Louis Lambert International Airport

Meeting date: Sunday, June 28, 2020

Meeting point: Exit 17 near the baggage carousel

Meeting time: 2 PM

2) Carbondale Amtrak Station, 401 S Illinois Ave, Carbondale, IL 62901

Meeting date: Sunday, June 28, 2020

Meeting point: in front of train station

Meeting time: 3 PM

Note: trains arrive from Chicago to Carbondale at 1:45 PM and 3 PM and food and beverage service are available on the train

If you miss 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

This is a domestic program and there are no Visa requirements for US citizens. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

ACCOMMODATIONS

Students will be housed in either the Southern Illinois University dormitories (located three miles from the field school site and adjacent to the campus lake), or in a large house/apartments nearby in shared rooms. Students must provide their bedding. Kitchen facilities are available on site and laundry nearby. Food for breakfast, lunch, and dinner M-F will be provided by the project. Dinners will be communal, prepared by students in teams on a rotating basis. Vegetarian diets and most food allergies are easily accommodated. Vegan, gluten-free, and other specialty diet foods are easily available in Carbondale, but may not be project-provisioned. Students are on their own for weekend meals, although weekly trips to the grocery store will be made and many local restaurants are within walking distance of the housing.

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.

EQUIPMENT LIST

Mandatory Equipment:

Please be sure to acquire only the brand, color and sizes indicated below!

- water bottle with a top that closes (such as a Nalgene bottle, for example)
- Sunscreen, hat, sturdy closed-toe shoes, one pair of work gloves, insect spray (for field excursions)
- Notebooks
- College rule loose-leaf paper
- pencil case (for the following)
- 2 black fine point Sharpie brand permanent markers
- 2 black ultra-fine point Sharpie brand permanent markers
- 2 black gel pens (any brand)
- 2 black Sakura Pigma micron pens 01 or 02

Optional Equipment (for weekend excursions):

Swimwear

Water shoes

Sunglasses

Beach towel

Camping/hiking gear (this can alternately be rented from SIU <https://rec.siu.edu/programs/outdoor-pursuits/>)

COURSE MOBILE TECHNOLOGY POLICY

Use of cell phones in class/while working on collections is strictly prohibited. Please *turn off* your cell phone or leave it at home during class. Situational exceptions such as family emergencies are allowed if cleared with the instructor first. Use of other forms of technology (laptops, iPads, etc.) are permitted if for class purposes.

| | Lecture | Activity | Written assignments | Required Readings | Optional Readings | Optional Excursion |
|----------------|--------------------------------------|--|----------------------------|--|--|------------------------|
| Prior to Day 1 | | | | Sullivan and Childs CH2; Knoll and Huckell CH1&2 | | |
| 28-Jun | Orientation | Rendevous/welcome BBQ | | Food safety manual | | |
| 29-Jun | Health and Safety/ The Curator's job | facility tour, sorting collections | | CoG 1-12; Suits 2001; Wagner 2018 | Knoll and Huckell CH5.1 | |
| 30-Jun | The Curation Crisis | sorting collections, labeling | Social media bio | CoG 1-4; Childs 1995 | Marquardt et al. 1982 | |
| 1-Jul | Curation @ CAI: Mission and Goals | cataloging, docs inventory | | CoG 19-17; Knoll and Huckell CH3; Redmond and DuFresne 2018; Voss 2012 | CoG 13-2; 21-4 | |
| 2-Jul | Database Design and Use | docs inventory, Filemaker orientation | Notebook check | | FilemakerPro CH1&2 | sunset concert |
| 3-Jul | | Quiz , legacy collection rehab | Collection Evaluation | | | |
| 4 & 5 Jul | | | | | | Fireworks/ swimming |
| 6-Jul | Regional Prehistory | legacy collection rehab | | Jessup 2009 | | |
| 7-Jul | | Field trip to local archaeological sites | | | | |
| 8-Jul | Preservation Legislation | legacy collection rehab | | NPS Archaeology Program CH3 | 36CFR79; Sullivan and Childs CH3 | |
| 9-Jul | | Quiz , legacy collection rehab | Notebook check | | | sunset concert |
| 10-Jul | Museums vs Repositories | Tour University Museum SIUC | Outline of curation report | Sullivan and Childs CH4 | NPS Archaeology Program CH7 | |
| 11 & 12 Jul | | | | | | Farmers' Mkt/hiking |
| 13-Jul | Accessioning/ Deaccessioning | legacy collection rehab | | Malaro 1998; Sullivan and Childs CH5 | Williams 2011 | |
| 14-Jul | | Field trip to Il State Museum | | | | |
| 15-Jul | NAGPRA | legacy collection rehab | | Edwards 2010; Knoll and Huckell Ch5.2; McKeown et al. 2010 | Meighan and Zimmerman 1999; 25USC32; 43CFR10 | |
| 16-Jul | | Quiz | Notebook check | | | sunset concert |
| 17-Jul | Ethics | legacy collection rehab | Draft of curation report | Childs 2002; SAA 1996 | AAM 2000 | |
| 18 & 19 Jul | | | | | | field trip TBD |
| 20-Jul | Accessibility | wrap up rehab/Box Organization | | Drew 2004; NPS Archaeology Program CH9 | | |
| 21-Jul | Digital Curation | Box Inventory/Database cleanup | | CoG 19-21; 19-22; 22-5 | CoG 22-6 | |
| 22-Jul | Fieldwork and Curation | Box Inventory/Inventory Check | | Sullivan and Childs CH6 | | |
| 23-Jul | Curation Policies | Inventory Check | Notebooks Due | Cato and Douglas 2010; Meta Archive Coop 2010 | | sunset concert |
| 24-Jul | | Clean/Wrap Up | Final Curation Report | | Knoll and Huckell CH4 | |
| 25-Jul | | Depart | | | | |

REQUIRED READINGS

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

Cato, Paisley and Ann Furman Douglas (2010) Emergency Preparedness Planning. In *Museum Registration Methods, 5th Edition*, edited by Rebecca Buck and Jean Allman Gilmore, pp.360-362. The AAM Press, Washington, DC.

Childs, Terry S. (1995) The Curation Crisis. *Common Ground Online* 7(4).

https://www.nps.gov/archeology/cg/fd_vol7_num4/crisis.htm

Childs, S. Terry (2002) Committee on Curation Update: Implementing SAA Ethic #7, Records and Preservation. *The SAA Archaeological Record* 2(3)6-7;41.

Drew, Natalie M. (2004) Preserving Archaeological Associated Records. In, *Our Collective responsibility: The Ethics and Practice of Archaeological Collections Stewardship*, Ed. S. Terry Childs, pp. 55-66. SAA Press, Washington, DC.

Edwards, Alison (2010) Care of Sacred and Culturally Sensitive Objects. In *Museum Registration Methods, 5th Edition*, edited by Rebecca Buck and Jean Allman Gilmore, pp.408-425. The AAM Press, Washington, DC.

Jessup, Wendy Claire (2009) Pest Management. In, *Storage of Natural History Collections: A Preventative Approach, Volume 1*, ed. Caroline L. Rose, Catharine A. Hawks, and Hugh H. Geroways, pp. 211-220. The Society for the Preservation of Natural History Collections.

Knoll, Michelle K. and Bruce B. Huckell (2019) *SAA Guidelines for Preparing Legacy Archaeology Collections*. CH1:The Basics; CH2:Principles of Curation; CH3:Planning for Curation; CH5.2:Human Remains. Society for American Archaeology.

Malaro, Marie C. (1998) Chapter 5. The Disposal of Objects: Deaccessioning. In, *A Legal Primer on Managing Museum Collections, 2nd Edition*, pp.216-238.

Meta Archive Cooperative (2010) *Preservation Policy Template*.

McKeown, C. Timothy, Amanda Murphy, and Amanda Schansenberg (2010) Complying with NAGPRA. In *Museum Registration Methods, 5th Edition*, edited by Rebecca Buck and Jean Allman Gilmore, pp.448-457. The AAM Press, Washington, DC.

National Park Service. Archaeology Program.

Managing Archaeological Collections. CH9: Access and Use; CH3 :Laws, Regs, Policies, and Ethics
https://www.nps.gov/history/archeology/collections/mgt_pr.htm

(1993) *Conserve-O-Gram* 1-4: Use of Acryloid B-72 for Labeling Museum Objects

(2010) *Conserve-O-Gram* 1-12: How to Select Gloves: An Overview for Collections Staff

(1996) *Conserve-O-Gram* 19-17: Handling Archival Documents and Manuscripts

(2000) *Conserve-O-Gram* 19-21: Planning Digital Projects for Preservation and Access

(2000) *Conserve-O-Gram* 19-22: Managing Digital Projects for Preservation Access

(2010) *Conserve-O-Gram* 22-5: Digital Storage Media

Redmond, Brian M. and Ann S. DuFresne (2018) Dealing with Museum Legacy Collections in the Twenty-First Century: Three Case Studies from Ohio. *Midwest Archaeological Conference Occasional Papers* 3:7–20.

- SAA (1996) *Society for American Archaeology Principles of Archaeological Ethics*.
- Suits, Linda Norbut (2001) *How to...Keep Things in Your Collection from Killing You*. Illinois Association of Museums, #28
- Sullivan, Lynne P. and Terry S. Childs (2001) Chapter 2; 4-6. *Curating Archaeological Collections: From the Field to the Repository*. Altamira Press. Lanham, Maryland.
- Voss, Barbara L. (2012) Curation as Research: A Case Study in Orphaned and Underreported Archaeological Collections. *Archaeological Dialogues* 19(2):145–169
- Wagner, Mark J. (2018) Old Collections, Rock Shelters, and Mastodons in Southern Illinois. *Illinois Antiquity* 53(1):1-4

RECOMMENDED READINGS

- 25 United States Code Chapter 32: Native American Graves Protection and Repatriation
- 36 Code of Federal Regulation Part 79: Curation of Federally Owned and Administered Archeological Collections
- 43 Code of Federal Regulations Part 10: Native American Graves Protection and Repatriation Regulations
- American Alliance of Museums (2000) *AAM Code of Ethics for Museums*. <https://www.aam-us.org/programs/ethics-standards-and-professional-practices/code-of-ethics-for-museums/>
- Burke, Claire Smith And Larry J. Zimmerman (2008) *The Archaeologist's Field Handbook: North American Edition*. Altamira Press. Lanham, Maryland.
- Knoll, Michelle K. and Bruce B. Huckell (2019) *SAA Guidelines for Preparing Legacy Archaeology Collections*. CH4: Funding Curation; CH5.1: Processing Collections. Society for American Archaeology.
- Marquardt, William H., Anta Montet-White and Sandra C. Scholtz (1982) Resolving the Crisis in Archaeological Collections Curation. *American Antiquity* 47:409-418.
- Meighan, Clement W. and Larry J. Zimmerman (1999) Debating NAGRA's Effects. *Archaeology Magazine*. Online Features. <https://archive.archaeology.org/online/features/native/debate.html>
- National Park Service. Archaeology Program:
- Managing Archaeological Collections*. CH7:Repositories
https://www.nps.gov/history/archeology/collections/mgt_pr.htm
- (1993) *Conserve-O-Gram* 13-2: How to Flatten Folded or Rolled Paper Documents
- (2002) *Conserve-O-Gram* 21-4: Salvage at a Glance, Part 1: Paper Based Collections
- (2011) *Conserve-O-Gram* 22-6: Terminology for the Creation, Care and Storage of Digital Materials
- FilemakerPro14 User's Manual
- Williams, Emily (2011) Reburial as a Conservation Tool. *Objects Specialty Group Postprints* 18:25-31.